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A SEMI-MONTHLY JOURNAL OF

Literary Criticism, Discussion, and Information.

EDITED BY FRANCIS F. BROWNE. { Volume XVI.  
No. 190.

CHICAGO, MAY 16, 1894.

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# THE DIAL

A Semi-Monthly Journal of Literary Criticism, Discussion, and Information.

THE DIAL (founded in 1880) is published on the 1st and 16th of each month. TERMS OF SUBSCRIPTION, \$2.00 a year in advance, postage prepaid in the United States, Canada, and Mexico; in other countries comprised in the Postal Union, 50 cents a year for extra postage must be added. Unless otherwise ordered, subscriptions will begin with the current number. REMITTANCES should be by check, or by express or postal order, payable to THE DIAL. SPECIAL RATES TO CLUBS and for subscriptions with other publications will be sent on application; and SAMPLE COPY on receipt of 10 cents. ADVERTISING RATES furnished on application. All communications should be addressed to

THE DIAL, 315 Wabash Ave., Chicago.

No. 190. MAY 16, 1894. Vol. XVI.

## CONTENTS.

	PAGE
CITY SCHOOL SYSTEMS . . . . .	291
JOSEPH KIRKLAND . . . . .	293
ENGLISH AT LAFAYETTE COLLEGE. F. A. March . . . . .	294
COMMUNICATIONS . . . . .	296
Education and Literature. Hiram M. Stanley.	
Unexpected Happenings. R. O. Williams.	
BOOKS ABOUT THE SEA. E. G. J. . . . .	299
SOME RECENT EDUCATIONAL BOOKS. B. A. Hinsdale . . . . .	302
Freyer's Mental Development in the Child.—Tracy's The Psychology of Childhood.—Herbert's The Science of Education.—Lange's Apperception.—Susan E. Blow's Symbolic Education.—White's School Management.	
THE ADVANCE IN EXPERIMENTAL PSYCHOLOGY. E. B. Titchener . . . . .	304
STUDIES IN SOCIAL SCIENCE. Edward W. Bemis 306	
Mallock's Labour and the Popular Welfare.—Hobhouse's The Labour Movement.—Morris and Bax's Socialism.—Josephine Lowell's Industrial Arbitration.—Helen Campbell's Women Wage-Earners.—Emily Balch's Public Assistance of the Poor in France.—Julie Sutter's A Colony of Mercy.	
BRIEFS ON NEW BOOKS . . . . .	308
The schoolmaster in literature, and folk-lore studies.—The biography of Joseph E. Johnston.—Child-life in Japan.—A volume of sprightly essays.—Specimens of American humor.—Selections from Gray, prose and verse.—A transition period in the English Church.—The memoirs of General Pendleton, of the Southern Army.—A volume of astonishing adventures.	
BRIEFER MENTION . . . . .	311
NEW YORK TOPICS. Arthur Stedman . . . . .	312
LITERARY NOTES AND MISCELLANY . . . . .	313
TOPICS IN LEADING PERIODICALS . . . . .	315
LIST OF NEW BOOKS . . . . .	316

## CITY SCHOOL SYSTEMS.

The valuable character of the work done for secondary education by the Committee of Ten, and the cordial reception everywhere given to its report, have led to the organization of a similarly representative Committee of Fifteen for the purpose of considering the important subject of city school organization. This Committee, consisting for the most part of school superintendents, has already held a number of meetings, and has planned its work in a manner at once practical and exhaustive. It will be at least a year before the conclusions of the Committee can be fully formulated, but an outline of the work to be undertaken has already been published, and proves so suggestive that we cannot refrain from a few comments.

In the first place, the composition of the Committee of Fifteen commands respect, including, as it does, many educators of the highest professional standing. The names of Dr. W. T. Harris, Mr. W. H. Maxwell, Mr. A. S. Draper, Mr. A. G. Lane, Mr. A. B. Poland, and Mr. H. S. Tarbell are a sufficient guarantee of the scholarship and the experience that will be brought to the deliberations of this body. The Committee has been divided into three subcommittees, having for their respective subjects, city school systems, the training of teachers, and the correlation of studies. This corresponds with an eminently wise and practical classification of the work to be done. Finally, a carefully-considered list of questions has been prepared for each of the subcommittees, and will form the basis of the discussion. Expert opinions upon these questions will be collected by the members of the subcommittees; each member will report to his chairman; and each chairman will report to the full Committee of Fifteen, which is to meet in November. This admirable plan of work should result in bringing together a body of competent opinion sufficiently weighty to force itself, in its main lines, upon the acceptance of educational authorities throughout the country.

We have space to call attention to only a few of the questions offered for discussion, but it is easy, for our present purpose, to distinguish between questions of broad and theoretical interest and those of a more technical char-

acter. In the consideration of the former, there is an *a priori* element (or at least an element based upon inductions made in a wider than the strictly educational field) to be taken into account; the latter are mostly to be decided by an appeal to educational experience alone. Should the members of a board of education be elected or appointed? To what extent should teachers study psychology? What should be the purpose of attempting a close correlation of studies? are questions of the first class. Of how many members should a board of education consist? At how early an age should young men and women be allowed to teach? What should be the length of recitation periods? are questions of the second class. We hope that the committee will recognize this distinction, and, with the first class of questions, collect their opinions largely from workers in extra-educational fields.

To the subcommittee on city school systems a highly important series of questions is assigned. They deal with the organization of the executive machinery of education, the distribution of powers among boards, superintendents, and teachers, and many cognate topics. A committee made up of superintendents will probably seek to magnify the importance of the function of superintendence, at the expense of the board of education and the staff of instruction. They will be justified in the one attempt, but hardly in the other. Whether a board of education be constituted by election or appointment (and we look for a strong consensus of opinion in favor of the latter method), it is not likely to prove competent to direct the professional work of instruction. A wise board will delegate nearly the whole of its nominally absolute powers to the educators directly in charge of the school system, and restrict itself to the function of business management.

The relation of superintendent to instructors, on the other hand, is not so easily to be defined. The writer whose recent criticism of our public schools has attracted more attention than any other, and whose opinion certainly deserves consideration, loudly proclaims that more superintendence is the one thing needful for the well-being of the body educational. But there is something better than superintendence, and that is a teaching force which does not need superintendence. And even with the teaching bodies that we now have, there is a good deal of superintendence that does more harm than good. The sort of person who gets to be superintendent of schools in many of our

counties or smaller cities is not a person to whom we may point with pride. Even in our great cities, the superintendent is too likely to fall a victim to the mania for mechanical uniformity, whereupon dull routine displaces vital teaching in the schools that are unfortunate enough to be subject to his rule. A case in point is offered by the question, By whom should text-books be selected? which is among those proposed for this subcommittee. To our mind, the answer is clear enough. Subject to certain limitations of cost and scope, they should be selected by those who are to use them. Nothing stands in the way of this natural and rational answer but the bugbear of uniformity, or the notion that teachers are incompetent to select their tools (to which objection the reply is obvious), or some utterly trivial talk about the cost of buying new books when there are old ones in the family. As if the education of every child, upon which we lavish money so freely in other directions, were not worth the paltry additional price of a few books.

The questions proposed to the subcommittee on the training of teachers cover such matters as the requirements of scholarship, the acceptance of successful school work in lieu of examination, the scope of the training-school, and the value of such subjects as psychology and the history of education. While we do not dispute the advantages of normal school work in many cases, we do not think it should be treated as an indispensable requirement. After all, the practice of teaching is not a subject to be taught very effectively; people learn to teach by actual experience, and hardly in any other way. The teacher should doubtless know something of the history of education, but this knowledge is best acquired by one who is really doing educational work, and its previous acquisition, from books and lectures, is of questionable value. As for psychology, it would be difficult to overrate the importance of this subject, but the sort of stuff that passes for psychology in too many of our normal schools is about as useless as anything that could be devised. We believe emphatically in admitting young people to the work of teaching upon their school records rather than upon examination, but the records must be intelligently made and used as a basis for judgment. Those who have had actual charge of a young woman's education, who have come into daily contact with her for years, and studied the development of her mind and character, know very well whether or not she is a fit person to entrust with the delicate work of teaching chil-



dren; no examination, however well-planned and comprehensive, can possibly furnish so trustworthy an estimate as may be had from her teachers, in her last year or two of school work.

This leads us to a point of fundamental importance, one not expressly suggested by the questions proposed. Fitness to teach is too frequently regarded as a matter of scholarship alone, to be determined by examination or recitation records. But even scholarship is less important than character, and what sort of examination can be suggested as a test of moral fitness? In some of our city school systems little attention, or none whatever, is paid to character; that is, no systematic inquiry is made into the spirit in which the student has done her school work, into her application, her trustworthiness, her moral habit, her general seriousness of aim. No examination and no scholarship record sheds other than a weak reflected light upon these things, and thus can furnish no real test of fitness in the highest sense. In cities where teachers of the primary and grammar grades are mainly furnished by the graduating classes of the high and normal schools, it ought to be made a *sine qua non* that the applicant for a position should have a certificate of character from those who have taught her during the closing year, or possibly two years, of her course. In this matter, an absolute veto should be placed in the hands of the instructors. We hope that the Committee of Fifteen will add this to their list of subjects, and pronounce upon it in no uncertain tones. We can think of no single reform that would do more for our city school systems than a general recognition and application of the principle above enunciated. The difficulty underlying the whole school problem is the difficulty of getting good teachers; defective scholarship and unfit character are the twin roots of the difficulty, and the reform that we now urge would strike most effectively at one of these roots.

The subcommittee on correlation of studies is occupied mainly with questions of a technical character, such as may safely be left to the expert judgment of its members. Some of the questions have already been discussed by the Committee of Ten; others of them offer new problems for solution. To determine the distinct pedagogical value of the several studies, and to establish the sequence of topics upon a rational basis, appear to be the chief tasks set before this subcommittee. The conclusions reached will cause much discussion, for the problems are among the deepest that confront

scientific pedagogy. In conclusion, we must express our great satisfaction at the new evidence offered by the constitution of the Committee of Fifteen that the organization of American education is rapidly advancing, in spite of the necessary and permanent decentralization imposed by our political system, and that by the sort of concerted action of which the Committees of Ten and Fifteen offer types, our educational system seems likely soon to emerge from the haphazard stage, soon to enter upon a more scientific, and hence a more fruitful, phase of its development.

#### JOSEPH KIRKLAND.

The author of "Zury" and "The McVeys" died in Chicago the morning of April 29, at the age of sixty-four. Among men of letters having their homes in this city, no one was more widely known than Major Kirkland, or more deserving of his reputation. That reputation was acquired late in life, and based mainly upon three novels ("The Captain of Company K" in addition to the two above named) which take a high rank among American works of realistic fiction. Their author was an enthusiastic admirer of the work of Mr. Thomas Hardy, and it was upon the lines laid down (or, at least, chiefly represented in contemporary fiction) by that novelist that his indubitable success was achieved. In addition to the three novels named above, Major Kirkland published "A History of the Chicago Massacre of 1812," and told "The Story of Chicago" in a large volume, the most interesting treatment of the subject that has ever been made. He also contributed to the magazines, and was for a time literary editor of the Chicago "Tribune." He was one of the organizers of the Twentieth Century Club of Chicago, and was its first president, holding the office for two years. He was prominent in the Chicago Historical Society and the Chicago Literary Club. He was also one of the few Western members of the Authors Club of New York. He came of an intellectual ancestry, his father having been a professor in Hamilton College, and his mother a writer of some note in her day. He was born at Geneva, N. Y., in 1830, and came to Chicago in 1856. At the outbreak of the Civil War he enlisted in the Twelfth Illinois Infantry, became successively lieutenant, captain, and major, and was for a time attached to the staff of General McClellan. He was in the battles of Rich Mountain, Laurel Hill, Williamsburg, and Fredericksburg, and at the siege of Yorktown. He practised law in Chicago from 1880 to 1890. Personally, Major Kirkland was one of the most genial of men, always bright and companionable, and he made many warm friendships. He will be sincerely mourned by an exceptionally wide circle of friends and associates.

## ENGLISH AT LAFAYETTE COLLEGE.\*

It is thought to be somewhat of a specialty in the Lafayette teaching of English, that the professors in all departments take part in it. The theory is that the main cause of mistakes in speaking and writing English is ignorance of the meaning of words. Our grammar is simple, but we catch up our words without thought, and utter them again in the same way. On the athletic field we do not know *walking from running*, nor at the banquet *pie from pudding*. When we undertake to talk about any scientific subject, the expert detects us instantly; we call whales fishes, mix up *sewage* and *sewerage*, and use *force*, *energy*, and *power* as if they were all the same.

An earnest attempt is made at Lafayette to train the students in each department to write on subjects connected with it in the words and phrases current among experts. The professors in each department are, of course, authorities. Every student is required to hand in two papers a term; there are three terms in the college year. The professors give out subjects which demand research and description in their own departments, and much time is spent by many of them in inculcating not only clear-cut meaning, but also the etymology of scientific terms. They find the sesquipedalia of the sciences cannot be held in memory with precision unless their elements are distinctly perceived. This leads to some knowledge of scientific philology, and of accurate spelling. The students in the chemical laboratory under Professor Hart, the president of the Chemical Section of the American Association for the Advancement of Science, use the rules of the Association for spelling and pronunciation; they know when to write the termination *-in*, and when *-ine*; they are not to be caught blundering with *chlorin* or *quinin*, *hydrid* or *oxid*, or *sulfur*. The amended spellings recommended by the joint action of the English and American Philological Societies and given in the Century Dictionary are accepted as correct in college papers, as well as the common spellings in Webster and Worcester.

Over and above all this is the study of English in literature. We find the statement in the histories of Lafayette that the college had "European recognition" for its study of English before the present historical and literary courses were known at other colleges. The Lafayette courses were established with the maxim that "English should

be studied like Greek." A special professorship was established coordinate with the Greek and Latin professorships, with the arrangement emphasized that the professor was not to have the rhetoric, and general theme-writing, and other the like duties, but was to handle English classic authors with his classes, study Chaucer, Shakespeare, and Milton, after the same methods as Homer and Demosthenes. This was a pretty precise description fifty years ago. Now there are many ways of studying Greek, and all of them often scamped in our universities. It meant then thorough work. Teachers were fond of repeating after Dr. Arnold of Rugby, "What a treat it would be to teach Shakespeare to a good class of young Greeks in regenerate Athens; to dwell upon him line by line and word by word, and so to get all his pictures and thoughts leisurely into one's mind, till I verily think one would, after a time, almost give out light in the dark, after having been steeped, as it were, in such an atmosphere of brilliance."

The Lafayette courses are still constant to this central idea. They are primarily devoted to the study of the language as it is found in masterpieces of literature, the immediate aim being the interpretation of these masterpieces, the rethinking of the thoughts of master minds, and storing the memory with their words. Four hours a week during two terms, Junior year, are spent with a professor in recitations; two additional hours are allotted to the preparation for each recitation. Three of the recitation hours each week are occupied in the Arnold fashion, dwelling line by line and word by word upon worthy passages. In a play of Shakespeare, for example,—and one term is regularly devoted to a play of Shakespeare,—a scene, a short scene, may be given out for a morning's study. A considerable part of it will be read rapidly, or the gist of it given in a few words, and most of the hour will be devoted to a few lines selected as worthy of thorough study. Any obsolete words or phrases, or singular constructions, will be explained; but the secret of Shakespeare's power is not to be found in these. The words which are bearers of special meaning or feeling are usually familiar words. In searching for their power and charm, the student will trace them through all the places where Shakespeare uses them, using the Concordance to bring them all together. He will use the Historical dictionary to learn what associations had gathered around them in the earlier ages, beginning sometimes in Beowulf, and accumulating as they pass to Alfred, to Chaucer, to Tyndale, to Spenser, and are used by each with some happy turn or in some musical rhythm. He will often find that the peculiar meaning in Shakespeare begins with him, and then it will be pleasant to trace it in later authors, repeated in quotation or allusion until it becomes perhaps the most familiar meaning. All the resources of philology, the comparative study of languages and literatures, rhetoric and oratory, prosody and rhythmic art, psychology, and biography, may be

\*This article is the eighth of an extended series on the Teaching of English at American Colleges and Universities, of which the following have already appeared in THE DIAL: English at Yale University, by Professor Albert S. Cook (Feb. 1); English at Columbia College, by Professor Brander Matthews (Feb. 16); English at Harvard University, by Professor Barrett Wendell (March 1); English at Stanford University, by Professor Melville B. Anderson (March 16); English at Cornell University, by Professor Hiram Corson (April 1); English at the University of Virginia, by Professor Charles W. Kent (April 16); and English at the University of Illinois, by Professor D. K. Dodge (May 1).—[EDR. DIAL.]

drawn upon, and all available pedagogical arts used to lead the student lively to rethink the thought and perceive and feel and remember the beauty of the language. In this way students come to rejoice in these noble passages, and remember them forever. They are thus provided with the very words to guide their higher thought, and with forms of graceful speech which prompt them to easy utterances of courtesy and affection and devotion.

Three of the four hours a week with the professor are used in this way; the fourth is given to a kind of symposium or seminar. Some topic of research belonging to the subject is given out for an essay, which all the class are required to hand in. The hour is spent in the reading of essays and criticism of them, and further discussion of the topic carried on by the class under the prompting and guidance of the professor. One such hour may be given to the life and environment of the author; another to the plot of the play, if one of Shakespeare's plays is to be studied; others to critical discussion of particular scenes as wholes and as proper parts of the play; others to notable characters in the play. There may be philological papers on the language of the play and of the poet; papers on the originality of the work, how much of it is Shakespeare; reports of the criticism of particular great critics; outlines of other related works. We used to have lively work of research, frequent peering into all corners of the library, and rejoicing in exploiting fresh mines of fact; but bibliographic indexing is now so copious,—Poole's Indexes in the van,—and the librarians are so at the service of everybody, and omniscient, that research begins and ends too often with asking the librarian to hand over everything there is on the topic, and point out the pages. And the essays are apt to show plainly enough that they were written with the books open before the writers, as Shakespeare had North's Plutarch when he wrote Julius Caesar. The essays can hardly claim the credit of research, but often have merits which students rank higher than research, and make good material for collisions of memory and wit combats at the symposia.

All this is required work. For Shakespeare there is also a prize examination open to all who have finished the required work. This is general, covering his life, character, all his works, from any points of view which the examiners may choose at the examination. The professor is content with questions which call for direct knowledge of the works and reflection upon them; such as naming plays and asking for a description of them, and asking which is the best and why; when they were written and the evidence for the dates; naming persons and asking for their characters and action; giving quotations and asking where they are found, and the like simplicities; but examining committees are apt to confront the student with the profoundest questions in psychology and history which the Germans have evolved. The winning of this prize is esteemed one of the highest college honors.

There are two divisions of the students who do not take courses in Greek and Latin. These take courses of English, German, and French, which are so taught as to supply similar linguistic training to that obtained from the Latin and Greek. They study term by term some English classic just as the others do their Latin classic, giving it four recitation hours a week. Authors commonly selected are Bunyan, Spenser, Chaucer, Bacon. With a general method such as has been spoken of in connection with Shakespeare, philological topics are taken up in progressive order, term after term, such as to prepare these students to unite with students of Latin and Greek in the second term of the Junior year, and go on with the philological study of English. Four lessons a week in Anglo-Saxon for two terms are required of all students except technicals. They are given near the end of the linguistic courses required in college when the students have studied their German, French, Latin, Greek, nearly to their completion. The West Saxon as it appears in the principal literary works is presented as a classical language, and the whole time is devoted to it as to a sister speech of classical Latin. It is studied, we say, like Greek. The class begin to read at once extracts from the Gospels. They also learn the grammar, the rules for pronunciation, and practice reading the text aloud. They learn the paradigms, and rules of syntax, so as to parse rapidly, declining and inflecting freely. They learn the rules of letter change, a selected set of them. They already know from their other language studies Grimm's law and the like. They learn for continual use the paradigms and syntax, and the common phonetic changes within the West Saxon, and from West Saxon to English. The examination at the end of the first term of Anglo-Saxon is almost wholly devoted to these matters, and it is known from the first that they must be learned in order to pass without conditions.

In the second term Anglo-Saxon prosody is added to the grammar work, but the time is given mainly to reading Anglo-Saxon authors as we read modern English authors in this course, and to throwing light upon modern English words and idioms by connecting them with their ancient forms. Besides the class examinations, a prize is offered to those who complete the courses for the best general examination in English before Chaucer; and an additional optional course is given to prepare for examination questions upon the deduction of the Anglo-Saxon forms from originals in the Parent Speech and other comparative grammar, and for additional reading, and literary and biographic and bibliographic study in connection with it.

The chief use of study of English before Chaucer to the American college graduate, the person who used to be known as the gentleman and scholar, is to help him to better understanding and mastery of English in Chaucer, and since Chaucer. The literary charm and power of the works which have survived from the earlier period is slight in



comparison with that of the old masters of Greece and Rome, and of the still greater modern authors in our own language and other modern languages, who mold the thoughts of modern men. It would seem best, therefore, to devote that moderate portion of time which ought to be given to this study in college to a few typical specimens of Anglo-Saxon, and to the comparative study of their idioms in relation to modern English, so as to fix in memory illustrative originals to guide and strengthen our speech. No one but an incipient professor of languages can well afford to spend his days and nights for long periods of his crowded college life in studying books of specimens of all the various early dialects of those groping centuries.

This series of required studies for the whole class is continued during the second term of Senior year by two exercises a week, with weekly written papers from each student arranged for the general study of some author, and the writing of an elaborate article, as if for a quarterly review, which must contain a discussion of the language of the author. With the work of this term goes another prize. The best work is done when the author selected is an American. Students find their own life and thought depicted in the American authors. The language is their own. They are specially drawn to them. In the college reading-room the American periodicals are worn to tatters, while the English publications, which were the main reading of students of the last generation, lie in fair covers, looking fresh from the binder. Bryant, Irving, Longfellow, Lowell, Mrs. Stowe, Whittier, Holmes, have been handled with most hearty and sympathetic admiration and intelligence. One of the traditional high-days of Lafayette is that on which Mr. Bryant made the public presentation of this prize for the best study of his own works to J. W. Bright, of '77, now Professor of English Philology in Johns Hopkins University, his torch still burning as he runs in the front.

During the same term a rapid general survey of English literature is given with a compendium, class discussions, and conversations, two hours a week. And four hours a week of the last term of the Senior year are given to a review and summary of the linguistic side of the college studies in connection with Professor Whitney's Language and the Study of Language, a required study.

Lafayette is a college of some three hundred students, and does not advertise University courses. It receives, however, graduate students, and there are always some such pursuing English studies. A few continue them, as major courses, far enough to earn a Ph.D. It might be said, therefore, that we have all the courses in English, the description of which fills so many pages of the great University catalogues. There are two professors: F. A. March, Professor of English and of Comparative Philology; and F. A. March, Jr., Professor of English Literature.

F. A. MARCH.

Lafayette College, Easton, Pa., April 21, 1894.

## COMMUNICATIONS.

### EDUCATION AND LITERATURE.

(To the Editor of THE DIAL.)

In connection with the discussion in THE DIAL on the Teaching of English at American Colleges and Universities, it may not be amiss to emphasize certain tendencies in the scope and method of literary education, as bearing on the future of literature. Certainly the immediate prospect for literature is not bright. Our civilization is daily becoming more democratic; the people draw all activities toward themselves; and the literary artist is more than ever tempted to be untrue to himself, to yield to the popular demand and truckle to the average taste. Style, as characteristic creativeness, as the expression of lofty individuality, is neither wanted nor appreciated by the great mass of readers. Your thorough-going democrat believes in complete equality, material and intellectual; and he who is unlike or peculiar is regarded as either foolish or conceited. The great host of self-assertive self-satisfied people despise what they cannot understand, or jest at it. An illustration in hand is the recent vulgar skit, so universal in the newspapers, about President Cleveland's hard lot in being obliged to hear Mr. Gilder read his latest poem. Such is the *bourgeois* temper. It may appreciate literary cleverness or smartness, but it will flout at talent and genius, at all sustained and dignified discourse and high poetic sentiment. In the hurry of this eager, unquiet, democratic age, if men read at all they will read only what appeals directly to them at the first glance, what is short to scrappiness and is startling *staccato* in expression. In brief, the democratization of literature means a childish impressionism.

However, it is folly to lament this tendency, with the pessimists, or, with Matthew Arnold, to rely hereafter upon a "saving remnant." Since literature is not, and is never likely to be, as in the past, a product for the few, since the kind of writing which the people demand is the kind of writing which will be done, the only hope of literature is an educated public. I take it, then, that the importance for literature itself of the right study of literature in our schools and universities can scarcely be overrated. But the results of present methods can hardly be regarded as satisfactory. Many of our college graduates and most of our high-school graduates read little more than that lowest form of literature, the newspaper. Not one in a hundred, in consulting his own taste, takes up an English classic, reads Milton and Shakespeare and Wordsworth simply because he likes them. And certainly, for the great majority, school instruction in literature results in no marked and permanent uplifting of taste. I am far from saying that literary education is a complete failure, but I thoroughly believe that it is generally very defective in spirit and method.

The chief difficulty arises at bottom from a lack of practical realization of the true end of education as total process. The real object of education may be defined as a preparation for that largest, freest, most original development of the mind which is the goal of human evolution. And this development ever has been, and ever will be, distinctly five-fold: religious, moral, philosophic, scientific, and artistic,—each in its own way, yet forming an interdependent organism of culture. A true education, as the vestibule of life, must



contain all these forms as coördinate; every scheme of unprofessional education ought to realize these factors, each for its own sake, an ideal which is yet far before us. Just now *parvenu* science, crass, boorish, and overbearing, as the *parvenu* generally is, has got the upper-hand in education. Hence we see in literary education, as everywhere else, the undue stress laid on the scientific method, and literature constantly and dominantly interpreted from the standpoints of anthropology, psychology, history, and philology. It is certainly interesting and useful to look at literary art from other standpoints than its own; but for the educative study of literature the main point of view must always be the purely æsthetic. The prime object is not to inform the understanding, but to develop the taste, to lead the student to spontaneously recognize the best art whenever and wherever he finds it, and, what is more, to like it, yes, even to love it. Not one educated man in a hundred knows good literature when he sees it; he must rely upon some critic, or upon his knowledge as to the fame of the author, and straightway he will try to discover the beauties he has been taught to expect. But this is not genuine taste; the deeper and real life does not respond, and if emotion there be, it is wholly artificial. The student openly applauds what he is taught to applaud, but in secret he reads and praises the meretricious and sensational.

For the formation and development of a genuine individual taste the student should be led into direct and unbiased contact with the best art. He should not even know the author of the piece he is reading, but by repeated study should get a thoroughly original impression and give expression to it orally or in writing before he receives any instruction. The free initiative and spontaneous interest must always be led up to and waited for. I would suggest giving a class a short poem for a half-hour's original study, and asking for written answers to such questions as, What lines please you most? Why? What is the strongest part of the poem? What the weakest? How does it compare with poems previously read? What would you judge as to the author from internal evidence? The student should gradually come to a knowledge of authorship from internal criticism alone, and the author should always be subordinated to his works. That best art which is self-interpreting and simple in its æsthetic elements should mainly be used. After a measure of taste for the good art is definitely formed, examples of poor and bad literature should be interspersed for detection and criticism. If this appreciative direct study of literature were made the main method throughout the whole course of education, the ground covered would not be so great as now, but the results in the improvement of taste, and indirectly in the elevation of literature itself, would, I think, be far more considerable.

A subsidiary method which may sometimes be of value in sharpening the critical sense with advanced students is to require from them actual literary work. However, appreciativeness is by no means vitally connected with executive ability. Indeed, the literary critic and the *littérateur* are often quite distinct. To enjoy good writing I no more need to be a writer, than to be a musician to enjoy good music, or a preacher to enjoy good preaching. The greatest fallacy in the education of to-day is the so-called laboratory method, so far as it supposes that we need to become scientists in order to appreciate science, and artists in order to appreciate art. However, we cannot enlarge on this point here.

I conclude that a genuine revival of high art in our democratic civilization is impossible until the general taste be elevated, and this elevation must be largely attained through the improvement in scope and method of artistic education. Goethe truly says, "Happy is the man who early in life knows what art is"; and this insight into the real nature of art can only be reached and sustained by a constant familiarity with the best art during the whole period of education.

HIRAM M. STANLEY.

Lake Forest University, April 20, 1894.

#### UNEXPECTED HAPPENINGS.

(To the Editor of THE DIAL.)

While the readers of THE DIAL have in memory Dr. Hall's replies to my letters, kindly permit me to bring to their attention two or three of the odd things with which these replies abound. A brief preliminary explanation in each case is necessary.

I. Although a word or a phrase in Lord Macaulay's writings has sometimes arrested the unfavorable attention of Dr. Hall, yet, in the main, Lord Macaulay's English has received Dr. Hall's approbation. In fact, there are passages in Dr. Hall's discussions of good and bad English which give one the impression that, at the time they were penned, he looked up to—or, rather, upon—Macaulay as an unquestionable exemplar of correctness. Among the evidences of his regard for the authority of Lord Macaulay are the following:

"Let us now turn to another writer of high and deserved repute, the last of our really well informed lingual conservatives. Like Dr. Newman, Lord Macaulay uses," etc. ("Modern English," p. 292, footnote.)

"I have called the word [*helpmate*] classical. Lord Macaulay writes, in the first chapter of his History: 'A waiting woman was generally considered as the most suitable *helpmate* of a parson.'" (*Ib.*, p. 156, footnote.)

"... it has been seen how many fashions of speech which he [R. G. White] rejects and ridicules are practically warranted by Lord Macaulay. . . ." ("Recent Exemplifications of False Philology," p. 107.)

"That which he [De Quincey] deems to be the English of 'French reporters' was good enough English, in the last century, for Jeremy Bentham, and is good enough, in our century, for Lord Macaulay." (*Ib.*, pp. 18-9.)

"... even such a purist as Lord Macaulay has used" [certain words named]. ("Modern English," p. 142.)

"Even such a purist as Lord Macaulay uses it more than once." (*Ib.*, p. 300.)

It was natural that I should want to avail myself of an authority so highly esteemed by Dr. Hall, when, in reference to a certain use of *known to* and a similar use of *unknown to*, I was citing (THE DIAL, July 1, 1893), in opposition to Dr. Hall's opinion, quotations from many writers of excellent standing. Several passages from Macaulay's writings containing the "breach of idiom" disapproved by Dr. Hall were before me, but limitations of space prevented the use of more than one, viz.:

"Most of these wretches were not soldiers. They acted under no authority known to the law." (Macaulay, "Hist. Eng.," ch. xii.)

To which I added:

"A remark made by Dr. Hall concerning another locution may be appropriately quoted here: 'Even such a purist as Lord Macaulay uses it more than once.' ('Modern English,' p. 300.)"

Now, as to the point so made (which to me seemed rather strong), there was an unexpected happening. All

that Dr. Hall said about this point was in a postscript to his reply. It reads as follows:

"P.S.—Even such a purist as Lord Macaulay uses it more than once." This sentence Mr. Williams quotes from me as 'a remark' which I make 'concerning another locution.' Is my remark amiss as to its wording? or in what it expresses? I am at a loss to know." (THE DIAL, August 16, 1893.)

This postscript is Dr. Hall's whole reply to my citation of Macaulay and to my quotation from "Modern English" showing Dr. Hall's opinion of Macaulay as an authority, and that the censured locution was used by him more than once. That the author of "Modern English" should fail to see the obvious application of that plain sentence cited against himself from his own book, who could have anticipated? But so it came to pass.

II. Most people when expressing their thoughts in print take more care in regard to forms of expression than when writing confidential letters to familiar friends. This, I suppose, is true even in the case of writers whose style in print is colloquial and familiar. Moreover, a form of expression found in a private letter is not an instance of its use by the writer in print, even though the letter be subsequently published in a book. Private letters often get into books, but publication does not convert their phraseology into expressions used in print.

My apology for stating and insisting on matters so obvious will be found in the fact that, obvious as these simple truths are, they have been wholly overlooked by Dr. Hall in his reply (THE DIAL, Dec. 1, 1893) to my letter published in THE DIAL, September 1. Strange, as it is, with my words before him (for he quotes them correctly), Dr. Hall offers, in contradiction of a remark of mine, citations which by the very terms of the remark itself are excluded. And strange, too, he rests his case on those citations. He produces no other new ones.

In THE DIAL for September 1, I said:

"Although I have noticed two instances (one in a letter) besides the one cited above by Dr. Hall, where the 'imperfect passive' was employed by Dr. Newman, yet I am confident that its use by him—at least in print—was very rare."

After more than a column of desultory preliminaries, Dr. Hall proceeds to upset the confidence expressed by me above in this manner: "Between 1832 and 1846 he [Dr. Newman] was, according to his own adjudication, 'guilty of';"—then follow six quotations from Cardinal Newman's "Letters (1891)" published since his death. As the volumes in which these letters appear contain, besides the "Letters," some things actually written by Cardinal Newman for publication, I have taken pains to find the context of these quotations, in order to ascertain beyond a doubt whether the passages cited by Dr. Hall are parts of private correspondence or whether they occur in writings intended for the public. Every one of these six instances of the "imperfect passive" cited by Dr. Hall occurs in a private confidential letter written to a familiar friend. Not one of them militates against my reservation as to the use of the imperfect passive by Cardinal Newman in print. Dr. Hall, however, introduces them with, "If he [Mr. Williams] had gone farther afield, he would have made the discovery," etc.; and supplements them with "Nor, perhaps, would it be altogether amiss, if he redoubled his diligence of research." All this, be it remembered, after quoting from me the precise words that shut out such citations. A very unexpected happening.

III. Dr. Hall's reply (THE DIAL, Dec. 1, 1893) opens with the following statement:

"Descanting on English Imperfects Passive, in the Appendix to my 'Modern English' (1873), I say, respecting 'the sort of phraseology under consideration,' that 'some of the choicest of living English writers employ it freely.' I proceed: 'Preëminent among these stands Dr. Newman, who wrote, as far back as 1846,' etc. A single relevant citation from him is then adduced.

"Mr. R. O. Williams, in your issue of September 1, takes exception to my qualifier 'freely.'"

No,—begging the writer's pardon—I have never intimated a doubt of the alleged fact that "some of the choicest of living English writers employ it freely." Dr. Hall's statement of the issue does not define it with sufficient exactness. The question raised by me was "whether Dr. Hall, at the time he wrote the remarks" quoted by him above, "had knowledge of such a number of instances where Dr. Newman had used this locution in his voluminous writings, that he, Dr. Hall, could fairly say, either by direct assertion or by implication, that Dr. Newman employed it 'freely,'—whether, in other words, Dr. Hall, at the time he made the assertion relative to Newman, had in his knowledge sufficient evidence to justify it. The doubt was suggested by (among other things): (1) a very strong antipathy which Newman had expressed for *is being*; (2) the fact that Dr. Hall, in thirty-nine pages of text given to the discussion of *is being*, etc., had cited but one instance of its use by Newman, notwithstanding the preëminence assigned him among "some of the choicest of living English writers"; (3) that several inferior writers were, each, cited more than once; (4) a strong belief that the use of *is being*, etc., by Newman—"at least in print"—was very rare."

Dr. Hall, in the course of his desultory reply tells us when he found (in 1872) the said instance of the use of the "imperfect passive" by Newman, and that, at the time he found it, he recalled the fact that he "had in the past observed his use repeatedly of like expressions." "My memory," Dr. Hall adds, "though I seldom trust to it, seldom plays me false." He then proves the accuracy of his memory and my ignorance of Newman's usage in regard to *is being*, *was being*, etc., by bringing forward the quotations I have commented on above (II.),—quotations cited from an edition of letters published nineteen years after his memory had rendered the service specified. The citations would be pertinent if offered by Dr. Hall as evidence of his clairvoyance—especially if they had been produced by him before the publication of the *private* letters where the passages quoted occur—but they cannot prove that, in and before 1872, Dr. Hall had seen in Newman's publications so many examples of the "imperfect passive" that he could fairly put Newman among the authors of whom he said "some of the choicest of living English writers employ it freely." That Dr. Hall could take such a view of the matter as his reply discloses was by me quite unexpected.

IV. The likening me to a lame devil that needs spectacles (I admit the spectacles imputation) was unexpected in merely this—the particular form of similitude chosen.

V. Some unexpected things in Dr. Hall's replies have been mentioned. Another thing not at all unexpected should be noticed by a brief remark. A characteristic feature of all Dr. Hall's replies to my letters is the assumption that convincing evidence can be rebutted by his bald assertion.

R. O. WILLIAMS.

New York, April 21, 1894.

## The New Books.

### BOOKS ABOUT THE SEA.\*

Fifty years ago a sailor was a sailor—not the mere lubberly roustabout or deck-hand one sees on an ocean steamer nowadays. His duties were as multifarious as his oaths, and his yarns were as stiff as his tarpaulin hat. His accomplishments were endless. He could “reef, furl, steer, and handle,” splice you a rope (not forgetting the main brace) in a twinkling, tie twenty different knots—wall knots, diamond knots, bowlines, loop, reef, or stopper knots, or what you will—in as many minutes; he was sailor, sail-maker, rigger, carpenter, painter, tailor—a nautical Jack of all trades, in short, to order; usually he was a cheery companion and a fertile and engaging liar to boot. His delight in telling of what he had seen only fell short of his delight in telling of what he had not seen. Fifty years ago, too, a ship was a ship—not a dirty, snorting Brobdignagian teakettle, a thing the gallant Farragut refused to go to—well, to Tartarus in. She was a thing of grace and sentiment; a part integral of the element she adorned; a pearl on the expanse of *lapis lazuli*; in the distance, a white-winged phantom slanting away before the breeze like a mist-wreath. But, as the song says, “the ship is gone and Jack is gone”; and with them the glamour of sea-faring and its legendary lore. “Tom Bowling” is no more; and we suppose “Black-eyed Susan” “waves her lily hand” nowhere but in Mr. Gay’s ballad. Nobody cares to picture a “Vanderdecken” or an “Ancient Mariner” cruising about in a steamboat; and the “sea-change” suffered is, on the whole, a very prosaic one indeed.

The little book entitled “Twenty Years at Sea,” by Frederick Stanhope Hill, gives, in Part I., a very realistic picture of sea-life half a century ago. As far as it goes, it is as good as Dana. The author, now an “old barnacle-back” (his own phrase), went to sea at thir-

\* TWENTY YEARS AT SEA; or, Leaves from My Old Log-Books. By Frederick Stanhope Hill. Boston: Houghton, Mifflin & Co.

THE BRITISH SEAS. Picturesque Notes. By W. Clark Russell, and Others. With many illustrations. New York: Macmillan & Co.

VOYAGES OF ELIZABETHAN SEAMEN. Edited by Edward John Payne, M.A. First Series: Hawkins, Frobrisher, and Drake. New York: Macmillan & Co.

A HISTORY OF THE UNITED STATES NAVY (1775 to 1893). By Edgar Stanton Maclay, A.M. With technical revision by Lieutenant Roy C. Smith, U. S. N. In two volumes. Volume I., with maps, diagrams and illustrations. New York: D. Appleton & Co.

teen; and his log recounts his professional progress from the greenhorn phase of “granny” knots and deck-swabbing, to the dignities and emoluments of able seamanship. The narrative is duly spiced with mutiny, pirates, “shanghaiing,” etc.; and the best of it is, it is all true. Part II., “In the Naval Service,” relates to the Civil War; and here the author recounts some sufficiently thrilling exploits and incidents, *quorum pars magna fuit*. Mr. Hill’s manner is well suited to his matter, and his book is emphatically one that any normally-minded boy (and we believe there are some left, in spite of Lord Fauntleroy) can revel in and profit by.

The work entitled “The British Seas” is a collection of picturesque notes of the British coast and its adjacent waters, by W. Clark Russell and others. To the reader at all “salt” in his tastes it is a captivating book, brine-scented and echoing the voices of the ocean like a Norse saga. Six of the papers—“The Downs,” “Down Channel,” “The North Sea,” etc.—are Mr. Russell’s, and we need scarcely add they contain some capital “bits of marine,” as the painters say. Here is one—a fleet of North Sea smacks putting out for the fishing grounds:

“As they clear the entrance the tide catches them, and away they go in fine style, scattering as the tow-ropes are let slip, and plunging like galloping cart-horses as they take the first of the seas and wash away to the northward. Others again, to save towage-charge, ‘ratch,’ out as it is called, and a spirited sight it is to witness. The seamanship of the fellows is excellent; they appear to know their little ships as a man the horse he has ridden for years; you see a smack under a heavy press leaning down to it till her waterways are under, and heading direct for the granite of the pier; her bowsprit seems to be in the act of spearing the solid wall, when—down goes her helm, round she spins like some waltzing girl, nimble of foot; in a breath or two all is flattened in fore and aft, and she is smoking through it on the other tack.”

In other papers Mr. Russell takes us to Ramsgate (that paradise of London “’Arry” and “’Arriet”), Sandwich, Hastings, Brighton, the Isle of Wight, Cardiff, Newcastle, Whitby, etc.; he describes the life-boatmen, smugglers, whalers, fishermen, and the like amphibians, in a way that must have charmed Ed’ard Cuttle, mariner; he sketches with graphic pencil many a sound, harbor, and foreland; and he opens for us the door of tiny public houses, haunted by ‘longshore Jack, who loves, as Mr. Besant truly says, when not afloat, “to sit where he can gaze upon a harbor, and ships, and the blue water outside.” And through the open door of these snuggeries there floats an



eloquent whiff of rum and tobacco, and usually the sough of some sailor's yarn. "There she blows!"—one seems to hear him say. "'There she blows!' I sung out from the foretopmast head. 'Where away?' they bawls from the deck. 'On the weather quarter,' says I. 'There she blows!' Up comes the cap'n. 'Down hel-lum!' he says, says he. 'Luff her to the wind. Round in on them lee braces, and aft with your main-sheet, Mr. Deadeye,' says he to the mate. 'Get them jib-sheets flattened in, and make 'er all snug for goin' about. Shake a reef out o' the foretopsail, and loose the foretop-garns'l. This 'ere bucket's got to laugh to-day!'" And so he drowns on, hoarse as a nor'wester, comfortable, mendacious. Almost as good as Mr. Russell's are the sketches by Messrs. Cagney, P. G. Hamerton, and James Purvis. The volume is liberally illustrated with half-tone plates after Turner, J. C. Hook, H. Moore, Colin Hunter, Arthur Turner, and others.

The initial volume (devoted to Hawkins, Drake, and Frobisher) of the series of selected narratives from Hakluyt entitled "Voyages of the Elizabethan Seamen to America" has reached a second edition. Three voyages of Hawkins are given, three of Frobisher, and one of Drake, together with Briggs's account of the Armada. The narratives, on the whole, seem to bear out Mr. Froude's characterization of Hakluyt's book as "the prose epic of the modern English nation." Of the several relations in the present volume, John Sparks, who writes of Hawkins's second voyage, seems to bear away the palm, at least in point of literary quality. The negroes of Africa, the West Indian Caribs, the Florida Indians, are described by him with much freedom and vivacity, and not altogether, one fancies, without a touch of Sir John Mandeville's inventiveness. Writing of Florida, Sparks makes a deduction in natural history that is very amusing. Having "ascertained" that the region possesses unicorns, he straightway concludes that it abounds in lions, on the cogent ground that "every beast hath its enemy." Thus, the wolf is the natural enemy of the sheep, the polecat of the rabbit, the rhinoceros of the elephant. So it is with the lion and the unicorn. Now Florida "hath its unicorns"; *ergo*, lions must abound there also. *Q.E.D.* That Mr. Sparks fortified his argument by first catching his unicorn, does not appear. The volume is edited by Edward John Payne, M.A., who has added a full and scholarly introduction, and a brief account of Hakluyt's life and works.

The last though most important work on our list is Mr. Edgar Stanton Maclay's "History of the United States Navy"—a book, by-the-by, that is not likely to cool the ardor of those young naval men who are charged with a sinful desire to test their new ships and new guns on a real enemy. Mr. Maclay's History is, we believe, the first attempt at a full and continuous record of the kind, and it is in the main a satisfactory one. The style is spirited and popular, and the author has evidently tried to be accurate and full. New facts have been drawn from the records, old facts have been reweighed and recast, and altogether the book is likely for some time to hold its place as the chief popular authority on the subject. Mr. Maclay is a specially good hand at describing a sea-fight. The immortal duel between the "United States" and the "Macedonian," for instance, is depicted in a style that would not discredit Smollett, and will probably set the "Fighting Bob Evanses" of our navy to further lowering themselves in the eyes of querulous and low-spirited editors. In his introductory Mr. Maclay summarizes the services of the navy. These, he thinks, "it would be difficult to exaggerate." During the Revolution the Continental cruisers took from the enemy about 800 vessels, which involved the capture of, at a modest estimate, 12,000 prisoners, 500 of whom were soldiers of the best English regiments. In the two years' naval war with France, about 80 vessels, carrying over 3000 men, were taken; and the Barbary wars gained for the United States privileges that were denied to European powers.

The naval war of 1812, Mr. Maclay rightly says, "did more to humble the pride of Great Britain than any other contest." For the second time since the Armada there was a cloud upon her title of Mistress of the Seas. At the outbreak of the war the British navy was in the zenith of its glory; when it closed, British commerce was "almost annihilated." Out of eighteen engagements, the royal navy counted fifteen defeats; and this after the London "Statesman" of June 10, 1812, had said: "America certainly cannot pretend to wage war with us; she has no navy to do it with." Over 1500 vessels were taken from the English, and more than 20,000 of their seamen were made prisoners. John Bull was hit hard, in his purse and in his pride, and for the time even the new-blown glories of Trafalgar were forgotten. The American victories "spread a degree of gloom over London that was most



painful to observe"—wrote an eye-witness, in a tone that recalls Pepys's lament over the advent of the Dutch in the Medway. When the news of the loss of the first frigate reached England, the "Times" gravely observed: "The loss of a single frigate by us, it is true, is but a small one; when viewed as a part of the British Navy it is almost nothing; yet under all the circumstances of the two countries to which the vessels belonged, we know not any calamity of twenty times its amount that might have been attended with more serious consequences to the worsted party." But when the capture of the second royal frigate was announced, the "Thunderer" exclaimed, fairly startled for the moment out of its measured monotone: "In the name of God, what was done with this immense superiority of force! Oh, what a charm is hereby dispelled! The land spell of the French is broken, and so is our sea spell!" It was manifest to the thickest British apprehension that the superiority of the English to the American navy lay in numbers and armament alone; and that Britannia's sea-rule had passed from the roll of the "eternal verities." Napoleon's prediction in 1803, when Louisiana was ceded, that he had given to England "a maritime rival that would sooner or later humble her pride," had reached an early fulfilment.

Mr. Maclay devotes some space to showing that the figure-juggling resorted to by English writers to explain away English defeats only exemplifies the pliability of figures in the hands of those who have a case to make out. He has taken, we think, some unnecessary trouble here. The childish excuse that in every case (and there were a good many of them) in which a British ship was worsted by an American the latter was superior to the former in guns and tonnage, is a lame one on the face of it. Plainly stated, the truth seems to be that in the naval war of 1812 John Bull, grown somewhat overconfident, was soundly thrashed, at his own style of fighting, by his vigorous offspring. Whatever consolation he may draw from the fact that the victor was his own flesh and blood he is entitled to; but we respectfully decline to entertain the plea that in each encounter he was "out of condition."

Mr. Maclay has spiced his narrative with a sprinkling of anecdotes, one of which (smacking not a little of "Roderick Random") touching Lord William Fitzroy, a son of the Duke of Grafton and the first commander of the "Macedonian," we quote. His lordship was an agree-

able compound of the martinet and the snob:

"He may not have been a first-class sailor, but he was thoroughly conscious of his exalted rank, and was an enthusiastic disciplinarian. Bold indeed was the officer who had the temerity to address him as 'captain,' or to reply to his commands with a 'Yes, sir,' instead of 'My Lord,' or 'Yes, me lud.' The 'Macedonian' had not been many days out on her maiden cruise when an incident happened that will illustrate Captain Fitzroy's temperament. While she was at Lisbon one of the sailors, named Bob Hammond, came aboard intoxicated, and on the next day he received four dozen lashes for the offense. As soon as the punishment had been inflicted, Bob applied himself lustily to the bottle, and before night he was again 'gloriously drunk,' and while in this condition he suddenly conceived the idea of making a sociable call on the captain, just to show that he harbored no ill will for the flogging he had received. Marching up to the quarter-deck, he accosted his commander in the free-and-easy style with which one good fellow should address another, and said, 'Hello, Billy, my boy, is that you?' Observing that he had made an impression, Bob followed up his advantage by saying, 'you are young and foolish, my boy—just fit to launch. You are like a young lion, Billy, all your sorrows are to come.' As soon as the noble lord could recover his voice he shrieked out, 'Put that man in irons!'"

History records that next day Robert was again triced up to the grating, and received his reward in the shape of an extra five dozen from the boatswain's cat. We regret to say that Captain Fitzroy was not aboard the "Macedonian" when she fell in with the "United States" some months later.

The present volume, opening with a *résumé* of colonial maritime matters, treats of the naval phases of the Revolution, of the French and the Tripolitan Wars, and of the War of 1812 up to the action between the "Essex" and the "Phoebe" and the "Cherub," off Valparaiso. The narrative will be continued and the record brought down to date in Vol. II. Print and paper are good, and the illustrations are interesting. We think it regrettable that there are no portraits. Mr. Maclay has evidently written *con amore*; and while his work is free from brag and jingoism, it shows a hearty enthusiasm that goes far to cover minor faults of style. It is a good book to read and to cause to be read—especially now that American patriotism is become a rather parti-colored affair and largely the resultant of a half-dozen or so exotic patriotisms. It will certainly do our racially-diverse coming generation no harm to learn from Mr. Maclay what they owe to the Decatur, Lawrences, and Perrys, the men who made the flag of the young Republic a valid passport on the high seas.

E. G. J.

## SOME RECENT EDUCATIONAL BOOKS.\*

No feature of current educational history in the most progressive countries is more marked than its literary feature, as expressed both in periodicals and in books. The volume of such literature is constantly swelling. Buisson's list of works in French (*Dictionnaire de Pédagogie*, 1882-87) contains two thousand titles, and is confessedly incomplete; while Compayré states quite correctly that the German language is still richer in such publications. The two great English-speaking countries have done less than France and Germany, but they have still contributed largely to swell the stream. In the United States, besides importing and publishing much of the best that appears abroad, translating it when necessary, we every year produce a considerable number of new educational books, of varying degrees of value, — to say nothing of the mass of periodical publications, in which no doubt we surpass any other country. Unfortunately, we have no American pedagogical bibliography that is complete or approaches completeness. Inferior as our work may be, in some particulars, to the best that is produced abroad, we still have in Dr. Barnard's "Journal of Education" the most valuable magazine of educational knowledge that has ever been collected in any single work in any country. Then the increasing variety of educational literature should be remarked. The two great departments, of course, are theory and practice and history; but the works devoted to these subjects are flanked right and

\***MENTAL DEVELOPMENT IN THE CHILD.** By W. Preyer, Professor of Physiology in Jena, author of "The Mind of the Child." Part I., The Senses and the Will; Part II., The Development of the Intellect. Translated from the German by H. W. Brown, Teacher in the Normal School at Worcester, Mass. New York: D. Appleton & Co.

**THE PSYCHOLOGY OF CHILDHOOD.** By Frederick Tracy, B.A., Fellow in Psychology in Clark University, Worcester, Mass.

**THE SCIENCE OF EDUCATION.** Its General Principles Deduced from Its Aim, and the Aesthetic Revelation of the World. By Johann Friedrich Herbart, Professor of Philosophy at the University of Göttingen. Translated from the German, with a biographical introduction, by Henry M. and Emmie Felkin. Preface by Oscar Browning, M.A., Fellow of King's College, Cambridge. Boston: D. C. Heath & Co.

**APPERCEPTION: A Monograph on Psychology and Pedagogy.** By Dr. Karl Lange, Director of the Higher Burgher-School, Plauen, Germany. Translated and presented to American teachers by members of the Herbart Club. Boston: D. C. Heath & Co.

**SYMBOLIC EDUCATION: A Commentary on Froebel's "Mother Play."** By Susan E. Blow. New York: D. Appleton & Co.

**SCHOOL MANAGEMENT: A Practical Treatise for Teachers and all other persons interested in the right training of the young.** By Emerson E. White, A.M., LL.D. Chicago: American Book Co.

left by a great array of papers, dissertations, studies, essays, and articles devoted to almost every conceivable educational subject, many of which contain valuable materials that will ultimately find their way into the standard literature of education. It may justly be said that, as the volume of this literature worthily represents the totality of educational activity, so its variety well represents the multiform character of such activity.

Within a generation there has been a noticeable change in the general character of the more permanent literature. A vigorous attempt has been made to remove from mental and moral training the old-time reproach of empiricism, by seeking a scientific basis for its processes. The term "pedagogy" has not only come into reputable use in Germany, France, and Italy, but it has gained considerable headway in the United States, and even made some impression in England. But those who disallow the word recognize the thing. Dr. Bain calls his well-known book "Education Considered as a Science," and other writers give us other combinations of the same words. In this country the new tendency may be very easily illustrated. Page's "Theory and Practice of Teaching," published in 1847, was fully abreast of the best thinking of the time, in its particular field. It was an excellent book, and has been more widely read than any other book on teaching ever published in the United States. It is still read, and is still well worth reading, abounding as it does in sound ideas, in admirable illustration, and in enthusiasm. But it is not scientific; the "theory" is as practical as theory can well be made. "Consciousness" is found four times in the index, and is always limited by the phrase "of success"; neither "psychology" nor "mental science" appears. A better book of the old type can scarcely be found, but it does not suit the changed temper of the times.

In no point is the new tendency more pronounced than in the scientific exploration of the child mind; or, using the latest neologism, what is called "paidology." This movement had long been heralded. Rousseau sent his own children to the foundling hospital, but behind doors he would listen eagerly to the talk of the children of others. Madame Neckar advised mothers to note in a journal each step of progress that their children made in all the vicissitudes of physical and moral health. "Like the psychology of the child, pedagogy itself, at least in its first chapters," says Compayré,

"ought to be conceived and written near a cradle." No other name is so closely identified with this new line of research as that of Professor Preyer, whose previous treatises, "The Senses and the Will" and "The Development of the Intellect," together constituting one work entitled "The Mind of the Child," are a magazine of facts, carefully observed, closely sifted, and wisely discussed. Preyer's new book, "Mental Development in the Child," is on the same lines, only it is much less comprehensive, and is particularly intended to bring the subject down to date and to initiate mothers into the science of child study. "For after all," the Professor observes, "the observation of mental development in the earliest years naturally falls to the mother more than to any other person. But in order to initiate mothers into so complicated a science as that of psychogenesis, the results already attained in it must be presented to them in a form as easy of assimilation as possible. Other persons also—teachers, both male and female, fathers, older brothers and sisters—are to be induced to consider the importance of the facts in this field, which has indeed been lying open for hundreds of years, but has been little trodden, and is therefore a new field."

For some years American investigators have been pressing into the field of child study, Dr. Stanley Hall leading the way; but no better work has been done by any of these students than by Mr. Tracy in his "Psychology of Childhood." The thesis is not, indeed, fundamentally a study, but rather a compilation of what has been discovered relating to the subject; still, it is also a substantial contribution to knowledge. Particular attention is paid to the subject of language, and not the least valuable feature of the book is its bibliography relating to that topic. Besides fifteen unpublished studies that the author used, he gives one hundred and one titles of printed documents, making much the best list with which we are acquainted.

The publication by the same house in the same year of translations of Herbart's "Science of Education" and Lange's "Apperception" testifies to the growing interest in the pedagogical ideas that Herbart organized into the system that bears his name. Beginning with the postulate that ethics furnishes the end of education and instruction the means, these ideas are both too many and too important to be discussed in this place, beyond the offering of two or three reflections. And first, both pedagogists and practical teachers, when new ideas are

brought before them, or old ideas in a new and striking way, exemplify the tendency to over-emphasis. It may be difficult to over-value such factors in education as interest and apperception, but it is not impossible. The German philosopher no doubt gave to these two factors a new and a well-deserved value, but he did not discover them. Neither do they render simple and easy even those parts of training to which they directly relate. It will not answer to follow the criterion of interest, absolutely, in matters of education. It is often purely factitious, and is by no means difficult of creation. Again, if Herbart over-emphasizes the teacher, he errs on the safe side. Instruction is indeed the complement of experience and intercourse. "Who can dispense with experience and intercourse in education?" asks Herbart. "To do so would be to dispense with daylight and content ourselves with candlelight. Fulness, strength, individual definiteness in all our presentations, practice in the application of the general, contact with the real, with the country and the age, patience with men as they are,—all these must be derived from those original sources of mental life." Still, they are inadequate. "The kernel of our mental being," he continues, "cannot be cultivated with certain results by means of experience and intercourse. Instruction most certainly penetrates deeper into the laboratory of the mind. Only think of the power of every religious doctrine! Think of the dominating influence which a philosophic lecture so easily, nay, almost unawares, exercises over an attentive listener. Add thereto the frightful power of novel-reading,—for all this belongs to instruction, either bad or good. . . . Instruction alone can lay claim to cultivate a balanced all-embracing many-sidedness." Dr. Harris justly remarks, in the preface of the book next to be mentioned, "a correct method is very important in higher education; it is indispensable in primary education." It is all right, indeed absolutely necessary, to lay stress on scholarship in selecting a college professor, but it is unsafe to forget, as some do, that there is a teaching art. There can be little doubt that at present the teaching found in the best public schools, as a whole, is much better than that found in colleges of the same grade of standing. Together with Herbart's "Text Book in Psychology," which appeared in the "International Series" three years ago, these books furnish an excellent outline of the Herbartian system, by its authoritative expounders.

The alternative title to Miss Blow's "Sym-



bolical Education" shows that it is a contribution to the steadily increasing volume of kindergarten literature. To appreciate some of the author's names and headings requires something of that transcendental talent which abounded in Froebel. However, the leading ideas are clearly and forcibly put. Probably many readers will wonder what "vortical education" can be, and we fear that in some cases the feeling will survive a reading of the chapter that bears that name. Still, we find here such paragraphs as this: "Many mothers live *for* their children; fewer live *with* their children; fewer still permit their children to live *with* them. Yet nothing is more certain than that *doing* for children when dissociated from *living* with them breeds selfishness and fails to awaken love. Human hearts can be knit together only by common experiences and sympathies, and every mother would do well to adopt as her motto the words of Luther: 'God, that he might draw man to him, became man; we, if we would draw children to us, must become children.'" The chapter called "Atomism" is a vigorous criticism of Rousseau's central ideas. Deserved stress is laid on the idea of "Member-whole" (*Gleidganzen*), which the editor calls the deepest and most fruitful in the philosophy of education. Dr. Harris opens his preface with some statistics showing the progress that the kindergarten is making. Since 1872 the kindergartens in this country have increased from 42 to 3000, the teachers from 73 to 5000, and the pupils from 1252 to 100,000. Still, we see no reason to swerve from the opinion that Froebel's ideas, in the long run, will influence education far more indirectly through the primary school than directly through the kindergarten.

Few Americans now living have had an equal educational experience with Dr. E. E. White. He has taught in every grade of school from the bottom to the top of the scale, has served as a school superintendent and a college president, and has lectured to tens of thousands of teachers in institutes and summer schools. He was also for many years the editor of a widely and favorably known educational journal, and has reflected patiently and clearly on educational problems. Besides these qualities, he is also master of a clear and direct literary style, and of rich sources of illustration. No man whom we can recall is so well fitted as he to write such a book as "School Management." Very naturally, and also very properly, the standpoint of the book is that of the author's personal experience, observation, and

study. In the best sense, it is a "practical book for teachers, and all other persons interested in the right training of the young." We are confident that there is no better book of the kind extant. Nearly two-thirds of the matter is found in the chapter entitled "Moral Instruction." The author is evidently in accord with the opinion expressed by Dr. Bain: "The difficulties of moral teaching exceed in every way the difficulties of intellectual teaching. The method of proceeding is hampered by so many conditions, that it barely admits of precise demonstration or statement." This chapter will furnish the practical teacher, and the parent also, with more real practical help than any other similar discussion known to us. Dr. White has a firm grasp of the problems of will-training and of motive. He declares in his preface that "the two most obstructive foes of needed progress in school training are *artificialism in motive* and *mechanism in method*." There is also a chapter entitled "Religion in the School." The book deserves the wide circulation that it is sure to command. Its timely appearance is proof that the new devotion to the science of education will not obscure teaching and school management as practical arts.

B. A. HINSDALE.

#### THE ADVANCE IN EXPERIMENTAL PSYCHOLOGY.\*

It is a lamentable fact that there exists in English no adequate text-book of experimental psychology. Although every important seat of learning in the country possesses its psychological laboratory, and although there is considerable uniformity of doctrine in modern psychology,—far more than could have been expected, seeing that the science is not half a century old,—yet the extant text-books are almost as individual and arbitrary in selection and interpretation of facts as were the prescientific manuals, from Aristotle to Herbart. Dr. Külpe's book, the work of a pupil of Wundt and Müller, should find a translator; it is the best in the field. The worst that can be said of it is, that its author is too original a psychologist to be content with simple transcription and resumption: he cannot resist the temptation of making, here and there, positive contributions to our psychological knowledge.

Modern psychologists, almost without excep-

\* GRUNDRISS DER PSYCHOLOGIE, AUF EXPERIMENTELLER GRUNDLAGE DARGESTELLT. By O. Külpe. Leipzig: W. Engelmann.



tion, follow Wundt in dividing up the subject-matter of psychology into description and theory of *elements*, and description and theory of *compounds*. Description means here what it means in the natural sciences. By theory is meant the giving of the conditions, psychical and physical, under which a particular state or process of consciousness comes into being. The elements of mind are, possibly, three: sensation, affection (pleasure-pain), conation (effort). Some psychologists (Münsterberg) seek to reduce these to one: sensation. Others posit all three (Ladd); while others, again, regard sensation and conation as underivative, and treat of affection as an attribute of sensation, appearing under certain circumstances (Wundt). For Dr. Külpe the elementary processes are those of sensation and affection,—“effort” being regarded as a complex of sensible qualities, and “will” (*e. g.*, in attention) as an inference from the phenomena of mental inhibition. “Will” is not given in experience; it is the supposed psychical cause of these facts of inhibition, which is hypostatized, and then introduced into experience.

It must not be imagined that the psychologist chooses his “elements” at random. The difficulty of decision points simply to the difficulty of introspective analysis; and this will grow less and less, as the methodology of the science is perfected. The radicalness of sensation is not disputed. That of pleasure and pain is arguable, but can, I think, be demonstrated. The existence of a separate conative process it is at present impossible either to prove or to disprove. Only we may be certain of one thing: that the final appeal must be, not to untrained self-observation, but to experiment; to controlled and repeated self-observation. If we find any set of experimental results, which cannot be adequately interpreted in terms of sensation and pleasure-pain alone, we are justified in assuming the influence of a third process, which crosses and modifies these. Such results would be, *e. g.*, those of recent investigations into the so-called time-sense, or into the “oscillations of attention.” It is here, and among similar facts, that the criterion must be looked for; and there is no reason to despair of its discovery.

Of the 470 pages of his *Grundriss*, Dr. Külpe devotes 250 to the elements of mind, 150 to their simpler and less permanent combinations, and the rest to conscious “states” (attention, self-consciousness, sleep, hypnosis, etc.) Of the 250, sensation claims 200: its consideration, *i. e.*, occupies much less than

half the book. And in this are included a long and masterly exposition of the psychophysical measurement methods, and a very original and thorough-going discussion of reproduction and association. It can never again, then, be made a reproach to experimental psychology, that it is incompetent to handle anything else than sensation. And yet why should the preponderance of the treatment of sensation, in a scientific psychology, be in itself a matter for reproach? There are from fifty to a hundred thousand irreducible qualities of sensation: there are at best but two qualities of affection, and one of conation. And even when sensations are grouped under modalities, by reference to the various sense-organs, we have qualities from those of sight, hearing, smell, taste, touch (skin and articular surface), temperature, strain (tendons), fatigue (muscle), equilibrium (semi-circular canals), and from the internal organs of the body. So that less must always be said of affection and conation than is said of sensation: they have fewer qualities, of which anything can be said. The current objection applies only to that pseudo-psychology which is based upon sensation statistics. These, it is true, can never supply trustworthy inferences for individual psychology. *Le chiffre, c'est un grand mensonge* is, perhaps, truer here than it was in its original connexion.

The author distinguishes two forms of the combination of mental elements: the *fusion* and the *association*. In the former occurs a blending of the intensive and qualitative aspects of conscious content; in the latter, an approximation of their temporal or spatial attributes. The fusion is different from any of its constituents; a new, total process overshadows the original, component processes (*e. g.*, a chord in music). In the association, on the contrary, the primary factors become even more distinct than they were in their previous state of isolation (*cf.* the contrast of colors upon a playing card). Emotion and impulse are thus analyzed as fusions; our space-constructions and voluntary actions as associations. The distinction promises to become fundamental in future psychologies. Dr. Külpe's treatment is necessarily condensed, but none the less clear and continuous.

The book is not “easy reading,” even for the comparatively advanced student; but it will amply repay labor spent upon it. It is well printed, and contains a good index in addition to the table of contents.

E. B. TITCHENER.

## STUDIES IN SOCIAL SCIENCE.\*

With exaggerated optimism, Mr. W. H. Mallock, in writing of "Labour and the Popular Welfare," attempts to brush away all efforts for a fairer distribution of wealth. He claims that rent secures in Great Britain only two and one-fourth per cent of the national income; whereas Mr. Giffin's figures, on which Mr. Mallock's estimate is based, giving £65,039,000 as the total income of lands, are entirely misleading. "Lands" in the British income-tax include farm-houses, but not urban land or railroad or mineral or forest lands, which far exceed the value of agricultural land. Mr. Mallock further arouses suspicion by all manner of calculations as to how little of wealth would be each one's share on an equal "divvy," and how difficult or impossible it would be to divide equally among a million people some costly mantle or carpet in the palace of a duke. Because the much greater annual product *per capita* to-day over a century ago can be ascribed to brain-power and the growth of capital, more than to increased efficiency of manual labor, the author endorses, with some exceptions, the general proposition that all the results of past ability should of right be the monopoly of living ability, though he holds that, in fact, labor is securing a larger and larger proportion of the product. This conclusion radically differs from that of the best American authority on the subject, Mr. Holmes of the U. S. Mortgage Census, who in the December number of the "Political Science Quarterly" estimates that nine per cent of our population own seventy-one per cent of our country's wealth, and 3-100 of one per cent, or 4,097 families, own one-fifth of it, or seventenths as much as 11,593,887 families. And according to the same authority, this inequality is much greater than it was twenty and forty years ago.

In marked contrast with Mallock's book is that on "The Labor Movement," by Mr. L. T. Hobhouse, an M.A., and Fellow of Merton College, Oxford. Writing from the standpoint of the moderate Fabian Socialists, and at the same time being well read in Marshall and other recent economists, Mr. Hobhouse presents the most reasonable discussion of trades unions, coöperation, and gradual extension of societary action, that has yet appeared

\* LABOUR AND THE POPULAR WELFARE. By W. H. Mallock. New York: Macmillan & Co.

THE LABOR MOVEMENT. By L. T. Hobhouse, M.A. London: T. Fisher Unwin.

SOCIALISM: ITS GROWTH AND OUTCOME. By William Morris and E. Belfort Bax. London: Swan Sonnenschein & Co.

INDUSTRIAL ARBITRATION AND CONCILIATION. By Josephine Shaw Lowell. New York: G. P. Putnam's Sons.

WOMEN WAGE-EARNERS. By Helen Campbell. Boston: Roberts Brothers.

PUBLIC ASSISTANCE OF THE POOR IN FRANCE. By Emily Greene Balch, A.B. Baltimore: American Economic Association.

A COLONY OF MERCY; or, Social Christianity at Work. By Julie Sutter. New York: Dodd, Mead & Co.

from the Fabian standpoint. Nothing is said of Karl Marx's exploded theory of surplus value; and where any really great changes in industrial organization are advocated, their full realization is considered so distant and their precise form so uncertain, while the justice underlying the proposed changes is so strongly presented, as to disarm much criticism. How far a better educated society than ours will be able to work out the suggestions of the Fabians, depends much on the extent to which ambition for social honor, place, and difference of salary, will equal in motive force the profit-making ambition of present business. We may not all be so confident on this point as Mr. Hobhouse, but we cannot fail to be stimulated by his treatment of it. A brief quotation or two will show his point of view. He does not favor the poor because of superior worth, but because of greater need. Admitting that improved environment is only an antecedent condition for the development of moral forces, and does not of necessity produce such improved morality, he says:

"There is no spite in the Labor movement of to-day, but there is a strong sense of the poverty and misery around us, and a clear conviction that a better use might be made of our enormous wealth. We have no wish to send the rich empty away, but, cost what it may, we are determined to fill the hungry with some of the good things of life. . . . Collective control has not so much to make people good and happy, as to establish the necessary conditions of goodness and happiness, leaving it to individual effort and voluntary association to develop freely and spontaneously all the fair flower and fruit of human intercourse and knowledge and beauty which can spring from a sound root firmly planted in life-giving earth."

The work on the growth and outcome of Socialism, by the well-known writers Mr. William Morris and Mr. E. B. Bax, is most disappointing. Its historical part lacks in judicial and philosophical breadth and candor. The present private ownership of capital and land is treated as a conspiracy, against which even violence is not blameworthy, rather than as an historical evolution whose work is certainly not yet accomplished, however great may be some of its evils. At least until a new social conscience and a far greater intelligence among the people are developed, all true students must agree that such private ownership is a necessity. Our authors appear to rejoice at the passage by the Commune of "enactments of a distinctly socialistic nature, involving the suspension of contracts, abolition of rents, and confiscation of the means of production"; while the destruction of the Column Vendôme, "that base piece of Napoleonic upholstery," is spoken of as "another mark of the determination to hold no parley with the old jingo legends." The surplus-value theory of Marx, overthrown by Boehm-Bawerk and others before him, and no longer insisted on by many Fabian Socialists, is endorsed here. The authors present many suggestions and ideals for the future. A gradual

evolution, with possibly some degree of violence at a late stage, will, it is thought, practically eradicate our capitalistic system. Our present national government will largely disappear; instead will come a universal federative State, in which industry will be conducted by villages or cities and by trade associations. Our authors appear at their best when outlining the past and future of art and the mission of machinery—pages presumably written in large part by the artist-poet Morris.

The growing power of women in the domain of social science is well illustrated in the fact that they are the authors of four of the seven books included in the present review. In "Industrial Arbitration and Conciliation," Mrs. Lowell, after briefly summarizing the work of the famous boards of conciliation and arbitration in the North of England, gives for the first time, in English at least, an account of a successful experiment of the same kind among the ignorant and poorly-paid miners of Belgium, in the collieries of Bascoup and Mariemont. Where success has been attained in these methods of industrial peace, it is shown to be largely due to the readiness of the employer to deal considerately, and on terms of equality, with committees of his men and of labor organizations. The most valuable part of the book for Americans is the clear account of the formation and working of the system of conciliation and yearly contracts between organizations of employers and of men in some of the building trades of New York, Boston, and Chicago, where employers have found it decidedly to their interest to recognize the unions, to employ none but union men at eight and nine hours a day, and have yearly contracts and standing committees of conference and conciliation with the representatives of the unions. Even where the contractors felt justified in crushing a certain union in New York because of its alleged arbitrary character, they at once helped reorganize it. Mrs. Lowell should get out a new edition of her work, incorporating studies of the Massachusetts and New York boards of arbitration, such as she in part attempted in her paper before the American Social Science Association in 1891. The remarkable history of conciliation in the Ohio and Western Pennsylvania coal fields, which the reviewer once tried to cover for its first three years up to 1889, should also be included and brought down to date. Unfortunately, the best-known example hitherto of conciliation in America—the arrangement of the sliding-scale in steel and iron work—has been greatly shattered by the weakness of the Amalgamated Association and the arbitrary action of the Carnegie Company at Homestead.

Mrs. Helen Campbell has drawn from the little-read reports of our various bureaus of labor statistics, and from other original sources, a vivid account of "Women Wage-Earners" in America. In a new edition, which we understand she contemplates issuing, we hope she may not only incorporate the figures on the subject, now just appearing, of the cen-

sus of 1890, but may add the little that can be gathered of facts about women in our trades-unions, and may also consider the optimistic side of women's work brought out by Miss Katherine Coman of Wellesley before the Labor Congress in Chicago last summer.

Miss Balch has given us an excellent summary of the history and principles underlying the relief of the unemployed and needy in France, which is especially timely just now. Two principles everywhere appear in French poor-relief. One is the lack of recognition of any duty by society to provide for the pauper class. The state department and commune largely aid private charities, but are not disturbed as they would be, in theory at least, in England and America, in case no provision whatever for pauperism should exist in hundreds of communes, or inadequate provision in others. The second principle is the strict control by the state and minor public bodies of all private charity. All are supervised by public officials; and without their consent no money can be collected, even in churches, for charitable purposes. Although there appear to be fewer paupers in France than in England, it cannot with any certainty be ascribed to this system of relief. French thrift—a racial characteristic, stimulated by admirable school and postal savings-banks and public pawnshops, briefly touched upon in this monograph—seem more responsible. In fact, there has of late in France been some approach to the English system; but that amusing terror over any socialistic measures, which is the outcome of so many revolutions, and, as Professor Gide has shown, has bound nearly all French economists hard and fast to the car of extreme conservatism, operates also to prevent recognition of any duty of the state to the poor. Although Miss Balch does not make the comment, it seems as if the very refusal of the state to actually undertake much poor-relief is driving it into a greater interference with real liberty, through its resulting control of private philanthropy, than would follow from the nominally mere socialistic English and American plan, however great the shortcomings in execution of this English system.

Miss Julie Sutter, in "A Colony of Mercy, or Social Christianity at Work," has shown how Germany has well-nigh completely solved the problem of the proper care of both the professional tramp and of the far more important honest traveller in search of work. There are three parts to the German system: the Labor Colonies, of which there are now twenty-six; the Relief Stations, of which there are two thousand; and the Homes, of which there are four hundred. Pastor von Bodelschwingh, the hero of Miss Sutter's book, was chiefly concerned in developing the Labor Colonies by his wonderful success in the first of them at Bethel, near Bielefeld in Westphalia. Started in 1867 as a home for epileptics, other features were from time to time added. The Labor Colony, called Wilhelmsdorf—named for the then Crown Prince,



Frederick William—was started in 1882, to reclaim to honest livelihood the submerged population of the district. No one is allowed to stay in any one colony more than a year and eleven months, and may leave at any time, with the right to draw through the postoffice, at any safe distance from any outlying saloons, the small earnings allowed besides board. He needs no money immediately, thanks to the Relief Stations, as he can tramp all over Germany without a penny in his pocket, if honestly in search of work. By no means all are reclaimed, but military discipline and the industrious habits required at the Colony work wonderful results. Bodelschwingh showed the magistrates of the province that under favorable conditions economy pointed toward the providing of work for the beggar, instead of letting him prey upon the people. A grant was made by the province, and the success of the venture was so far proved that each of the other twenty-five colonies, started by private action, has received grants from the province upon organization, and subsidies, as there is need. Much is done by private effort and contribution, but public reports are rendered annually, and the colonies are to all intent public organizations. This state aid and supervision is claimed to be one element of their great success. Ten thousand unemployed pass through them yearly. An outgrowth of this work, the Natural-Verpflegungs Station, or Relief Station, must be referred to. They extend all over the land, but a half-day's journey apart, where the tramp or unemployed may stay one night, working a half-day for his lodging and meals. He then must pass to the next station, first having his name recorded in a book, or receiving a vagrancy certificate, which he carries. Each station is an employment agency for its own district, and the probability is that unless he be a willing idler he will find some work in the course of his tramp. If he is proved an inveterate tramp, the workhouse is likely to receive him at last. These stations partly support themselves by work done, the deficiency being supplied by the district, all realizing that "it is cheaper to aid your beggar than to let him beg." Eight thousand on the average stay in these Stations every night. A still more advanced form of help is the Herberge zur Heimath, or Homes, where the journeyman artisan, travelling for work, may lodge at lowest possible rates. These Homes are not forms of parish relief, as are the others, but rather are efforts to supply food and lodging to the recipient at mere cost, and also to furnish for resident workmen in the neighborhood a chance to smoke, buy a single glass of beer if sober, and secure the light and companionship which in America are only to be found in the saloon. The 13,000 beds in these places are always full, the price for meals and lodging being thirty-six cents a day. Miss Sutter strongly emphasizes throughout the work that the Labor Colony, and nearly all of the many other lines of work carried on at Bethel, which unfortunately cannot be touched upon here, owe their success and wide-

spread influence primarily to the wonderful self-devotion of Pastor von Bodelschwingh, united to his remarkable ability as a financier and business manager; and she is convinced that no such work could hope for similar success without some such strong personality at the helm. This country bids fair to discover before long that the same spirit has been working quietly, and is making itself widely felt in such work as is being done at Hull House and a few other such settlements. Miss Sutter's book is fascinating in interest, and most valuable in suggestion to all students of the problem of the unemployed.

EDWARD W. BEMIS.

#### BRIEFS ON NEW BOOKS.

*The Schoolmaster in Literature, and Folk-lore studies.* Two neatly-printed volumes, both by the same author and publishers (American Book Company), are worthy of being commended to the attention of the teacher and the general reader. The one is entitled "The Schoolmaster in Literature," and contains choice selections from the writings of Ascham, Molière, Fuller, Rousseau, Shenstone, Goethe, Cowper, Pestalozzi, Page, Mitford, Brontë, Hughes, Dickens, Thackeray, Irving, George Eliot, and others, with an introduction by Dr. Edward Eggleston. The compilation is made to show "the part played by the schoolmaster in the literature of diverse ages and of different nations." As stated by Dr. Eggleston, "it is quite worth while to take the ideal of a good schoolmaster constructed by quaint old Thomas Fuller, and put it alongside the Blimbers, and to place Shenstone's village school,

'Where sits the dame disguised in look profound,  
And eyes her fairy throng and turns her wheel around,'

in juxtaposition with the immaculate Miss Pinkerton's most respectable seat of learning in Chiswick Mall, or with quaint old Bartle Mussey's night-school for full-grown men." Teachers' reading-circles will find an abundance of amusement and instruction in this work. The other volume is "Readings in Folk-lore," being a series of short studies on the mythology of America, Great Britain, the Norse countries, Germany, India, Syria, Egypt, and Persia, with selections from standard literature relating thereto. The author, Mr. Hubert M. Skinner, has given in this work a very fair conception of the mythology and folk-lore of the various peoples mentioned. The meaning of mythology and folk-lore is presented with fulness and accuracy, and the selections show to what use these things can be put by the poet. The selection has been made with excellent judgment. Mr. Skinner sometimes goes astray in orthography—as when he writes *Frigga* for Frigg, the wife of Odin, *Hela* for Hel, the goddess of death; but in such things many eminent writers have stumbled, and the blemishes are not of a kind to mar the work materially. Corrections should, however, be made in a new edition.

*The biography of  
Joseph E. Johnston.*

The life of Joseph E. Johnston, by Robert M. Hughes, in the "Great Commanders" series (Appleton), may serve a useful purpose in removing the impression, which the general history of the Civil War is apt to produce, that Johnston was an unsuccessful commander; an estimate as unjust as that which would place him on a level with Washington, Grant, Thomas, or Lee. Like McClellan, Johnston was a good organizer; but as a general in the field it is doubtful if he was in any way great. Like McClellan, he seems never to have thought he had forces enough to do what he was set to do; although it must be confessed that he estimated the forces opposed to him more accurately than McClellan was usually able to do. General Johnston was careful, however, of such forces as he commanded; and this may account for the caution of Sherman while conducting operations against him. But if Johnston was not a great general, he always proved himself a good soldier; his plans seem to have been well formed, and based on correct theories of strategy. He deserves the credit of winning the first battle of Manassas—if, indeed, that fight can be truly called a victory for the Confederates, who were left in possession of the field. His conduct of the retreat up the Peninsular, and of the battle of Seven Pines to the moment of his being wounded and forced to relinquish the command, was such as perhaps to justify his biographer in claiming that had he continued in command he would have scored a substantial triumph. As regards the part played by Johnston in the Vicksburg campaign, it should be remarked that the forces he controlled were too few to enable him to accomplish any substantial result, and Pemberton's disobedience prevented the saving of the army he commanded, which would probably have been effected had Johnston's directions been followed. The conduct of the retreat from Dalton to Atlanta seems to be the achievement on which General Johnston's reputation as a military leader must always chiefly rest. In reading Mr. Hughes's account of this exploit, one cannot help feeling that not one movement made by the Confederate army was wrong, and that every movement was managed with great skill; yet General Hood, who relieved General Johnston, in his book, "Advance and Retreat," claims with considerable force that the constant withdrawal from before the enemy demoralized the Confederates, and was more injurious than the loss of many lives would have been. The reader cannot fail to admire the personal character of General Johnston. He served the cause he had espoused faithfully and zealously; he was able to bear injustice and slights with dignity and patience, and in the end to accept the results of the war with good faith and resignation, and to serve his reunited country with credit to her and to himself, winning the respect and confidence of his late adversaries, and holding the love and confidence of his state and section to the end of a long and useful life.

*The 17th century  
in European  
history.*

Mr. Henry Offley Wakeman has dealt with the fifth of the eight "Periods of European History" (Macmillan) to be covered by the series of volumes which Mr. Arthur Hassall is now editing. Mr. Wakeman's period is, roughly, the seventeenth century; exactly, the years 1598–1715. It is "the period when Europe, shattered in its political and religious ideas by the Reformation, reconstructed its political system upon the principle of territorialism under the rule of absolute monarchs. It opens with Henry IV., it closes with Peter the Great. It is, therefore, the century in which the principal European States took the form and acquired the position in Europe which they have held more or less up to the present time. A century in which France takes the lead in European affairs, and enters on a course of embittered rivalry with Germany, in which England assumes a position of first importance in the affairs of Europe, in which the Emperor, ousted from all effective control over German politics, finds the true centre of his power on the Danube, in which Prussia becomes the dominant state in north Germany, in which Russia begins to drive in the Turkish outposts on the Pruth and the Euxine—a century, in short, which saw the birth of the Franco-German Question and of the Eastern Question." This passage from the opening chapter shows the main lines upon which Mr. Wakeman has dealt with the subject. He has left out some things, such as "Portugal and the Papacy, the internal affairs of Spain, Italy, and Russia." It must also be remembered that the history of England enters only incidentally into the plan of the series to which this volume belongs. The development of the French monarchy is naturally the central subject of the work. The style is pleasing, and the book more readable than manuals of such compactness are likely to be. The author's judgments are now and then open to question, as when he gives Turgot less credit as a minister of finance than is accorded to Sully or Colbert, or when he makes the statement that the monarchies of Europe are now as absolute as they were in the seventeenth century. This statement is really extraordinary.

*Child-life  
in Japan.*

"The Wee Ones of Japan" (Harper), by Mae St. John Bramhall, is principally, if not entirely, a reprint of a series of articles recently published in "Harper's Bazaar." The subject is written up, with the exception of an occasional "gush," in a charming way; and is finely illustrated by Mr. C. D. Weldon, with typical Japanese pictures. The work is marred by errors, mostly typographical, in the transliteration of Japanese words. But, in spite of these minor faults, the book is interesting; and, though it gives nothing specially new, it shows that the author has gained a clear insight into the life and spirit of Japanese children. Having "omitted all mention of the 'made-over' Japanese child" with knee-breeches, shoes, stockings, etc., the author succeeds

in giving a good picture of the child-life of old Japan. The five chapters, extending over 136 pages, tell of the indoor and outdoor games and sports of Japanese children; of the family life, with its "sternest discipline and frolicsome joyousness"; of the physical appearance, the dress, the diet, the mental and moral training of the boys and girls; of their recreations, such as theatre-going, card-playing (more instructive than amusing, like our "Authors," "Logomachy," etc.), temple-outings, feasts of flowers (each in its season); of the Feast of Dolls (for girls only); of the Feast of Flags (for boys only); of the New Year's festivities for all, even children of a larger growth; and of the ceremonial and hereditary politeness in private and in public. There are also interesting digressions with reference to the beloved Empress, who, childless, is the kind mother of 41,000,000 people, and the sympathizing helper especially of the 20,000,000 and more of women of that land; and to the law and ethics (if there were any) of the married state, which, so far as the woman is concerned, is appropriately called, not "wedlock," but "padlock."

*A volume  
of sprightly  
essays.*

In the style of sprightly allusiveness made familiar of late by the essays of Mr. Lang, Mr. Birrell, and Mr. Stevenson, are the papers included by Mr. W. P. James in his volume of "Romantic Professions" (Macmillan). These eight essays, which are reprinted magazine articles, are remarkable for finish and point; their writer has a sort of genius for style, and there is not a dull page in his book. For the rest, they are the kind of thing that may be produced by any man who will keep a note-book, and, when enough instances have accumulated under some particular head, will take the pains to serve up his facts in an attractive way, seasoning them with satire, sentiment, and wit. It must be admitted that Mr. James does the seasoning unusually well. A pleasant example of the author's manner is this opening paragraph from the closing essay: "A writer in the 'Daily News,' for reasons of his own, entered a protest lately against what he called the *Magnum Opus* theory. A man's friends and acquaintances, he complained, were continually urging him to write a Great Work. It was in vain that the victim protested that he did not want to write a Great Work; or that he had written a Great Work which nobody ever heard of; or that he could not live (in this mortal state) by a Great Work, and must produce things which would yield him his daily bread. He might have added that if he did write one, the very last to read it would be these same monitors."

*Specimens of  
American humor.*

We have had collections of French, Italian, German, and Dutch humor in the "Humour" series (Scribner), and have read them with an occasional gleam of intelligence, but predominated by the feeling always experienced by the uninitiated in the presence of work that is clearly esoteric in its appeal. Neither

the humor nor the lyric poetry of one race can ever be successfully put into the language of another. The only way to get at them, to pluck out the heart of their mystery, is to read one's self into the languages to which they belong, and view them in the light of the body of associations that cluster about those languages. A volume of "American Humour" has just been prepared for this series by Mr. James Barr, and here, at least, the American reader may feel at home. The selection is a good one, for it minimizes the newspaper variety of our native humor that stands for the species with many innocent persons, and gives us good examples from such men as Saxe, Lowell, Irving, "Artemas Ward," and Benjamin Franklin. Even Hawthorne figures in the collection, and, after the first shock is over, we must recognize the distinctly humorous quality of Mr. Higginbotham's "Catastrophe," the piece chosen to represent our most serious writer and greatest literary artist. Among living humorists, we have good examples from Messrs. Harte, Clemens, Warner, Bunner, Aldrich, Howells, Cable, and Holmes. There is also a really useful bibliographical index, the first dictionary of American humorists (as far as we know) that has ever been made. It includes nearly two hundred writers (many more than are represented by selections), among them such unexpected names as those of Major André, President John Quincy Adams, Mather Byles, Mr. Chauncey Depew, and Thomas Morton "of Clifford's Inne, gent," upon the strength of his ridicule of the Puritans! A few Canadians are included in this index.

*Selections  
from Gray,  
prose and verse.*

Mr. William Lyon Phelps, to whose careful study of the English Romantic Movement we called attention a few weeks ago, has edited for the "Athens Press" series (Ginn) a volume of selections from Gray, in both prose and verse. He gives as an excuse for this edition the fact that Gray's prose and verse are not commonly found in one volume; but still better reasons are provided by the carefully-edited text (which is "closer to the original editions than anything published since Gray's death"), by the exposure of some more of Mr. Gosse's blunders, by the study of Gray's literary development, and by the helpful body of annotations. In his introduction, Mr. Phelps opposes Arnold's theory of Gray's sterility, and accounts for the fact in a more commonplace but more convincing way. "Gray was a scholar, devoted to solitary research, and severely critical; this kind of temperament is not primarily creative, and does not toss off immortal poems every few weeks." But possibly the prosaic spirit of the age had something to do with it also. An interesting chapter of the book is contributed by Professor G. L. Kittredge, who discusses "Gray's Knowledge of Old Norse," and incidentally shows that Mr. Gosse is weak in one of his own special strongholds. The statement of the latter that "The Fatal Sisters" and "The Descent of Odin" were translated direct from the Icelandic is shown to be entirely baseless.



*A transition period in the English Church.*

Anyone first seeing the title of the Rev. Dr. John H. Overton's "The English Church in the Nineteenth Century" (Longmans) would be apt to wonder why its author had not waited until the century had closed before attempting to write its history. And when, upon closer examination, it is revealed that this is a sketch of the English Church in the first third only of the present century, it would appear that the title was a misnomer. Be this as it may, the book has a peculiar mission to perform, somewhat analogous to that of the historical books in the Apocryphas. And it fulfils this mission admirably, furnishing a detailed picture of a period hitherto much slighted by historical writers. Dr. Overton not only emphasizes the importance of a knowledge of this period as necessary to a full appreciation of the lively times that followed in the Tractarian Movement, but he actually relieves his subject of much of its dulness. It must be admitted that his careful attention to men who are otherwise unknown gives to his work something of the character of a local history, and rather emphasizes the insularity of the English Church; still, the book comes opportunely, and properly belongs on the same shelf with Dean Church's "Oxford Movement," Liddon's "Pusey," and Prothero's "Dean Stanley."

*The Memoirs of Gen. Pendleton of the Southern Army.*

The life of William Nelson Pendleton, D.D., who was rector of Latimer Parish, Lexington, Va., both before and after the war, a Brigadier-General C. S. A. and Chief of Artillery in the Army of Northern Virginia during that great struggle, and sometime professor in several institutions of learning, bears a striking resemblance to that of Leonidas Polk, Bishop and General, whose biography was recently reviewed in THE DIAL. The Memoirs of Pendleton (Lippincott), prepared by his daughter, Mrs. Lee, are more in the nature of family memoirs than is the biography of Polk. The point of view from which they are written is emphatically Southern, though undoubtedly the pictures given of the horrors of the war are accurate. A little more careful editing of documents might have been done in the interests of good English. It gives one something of a shock to find a learned Bishop writing, "It looks like it may be my duty" to do something which he names; and a boy's remark, "I thought you was dead," might judiciously have been corrected before being put into cold print.

*A volume of astonishing adventures.*

The author of "The Adventures in Algiers of Matthew Dudgeon, Gent." (Longmans), a tale "now for the first time printed," shows a very pretty talent for drawing the long bow. The story of a man taken by Algerine pirates and sold into slavery in Morocco is not exactly a new one; but the present writer has managed to furbish up the old theme acceptably, and he has added a variation in the shape of the corresponding tales told by his supposed fellow-

captives—a Kurd, a Spaniard, a German, a noble lady of Florence, etc. While hardly up to Munchausen in point of mendacity, Master Dudgeon nevertheless does pretty well, as the following may testify: "One thing occurred during the fight which I did then look upon as of evil omen: at a broadside which we both fired at the same instant, one of their shot met one of ours in mid-air, and in the encounter split in two pieces, one of which flew back upon our captain and killed him. Truly it was a marvellous chance that he should thus be slain by one of his own shot." A carper might suggest that the incident itself was scarcely so "marvellous" as the eyesight that followed it.

#### BRIEFER MENTION.

Completion of Macmillan's "Dryburgh Waverley" is now near at hand, twenty of the twenty-five volumes having been issued. The last five received by us are "Quentin Durward," "St. Ronan's Well," "Redgauntlet," "The Betrothed and Highland Widow," and that old-time favorite of all healthy youth, "The Talisman." Each of these volumes has its special set of original drawings, those of "The Talisman," for example, being ten in number, the work of Mr. Godfrey C. Hindley. They are unusually spirited, as befits the stirring scenes that they illustrate. This volume also contains some of the "Chronicles of the Canongate."

"Mathematics for Common Schools" (Heath) is an arithmetical treatise by Mr. John H. Walsh. There are three parts, primary, intermediate, and higher, each in a distinct volume. The "higher" section of the work includes those elementary parts of algebra and geometry that educational opinion is more and more coming to demand should be included in the grammar school curriculum. In making room for this new matter, the author does not seem to have missed anything essential, and his book is to be commended as being in the line of a much needed educational reform.

"The Merry Wives of Windsor," with the Chandos portrait for a frontispiece, and "The Two Gentlemen of Verona," with an engraving of the bust in Stratford Church, have just been added to the "Temple" Shakespeare (Macmillan). A charming feature of each of these little volumes is a prefatory tribute to the poet, from some one of his early admirers. Ben Jonson and L. Digges are thus far represented. The prefaces and notes by Mr. Israel Gollancz strike the happy mean between penurious reserve and exhaustive pedantry.

Miss Julia Raymond Gingell has made a selection of "Aphorisms from the Writings of Herbert Spencer" (Appleton), which appears prefaced by a fine portrait of the philosopher. Mr. Spencer's lumbering style can hardly be characterized as aphoristic, and many of Miss Gingell's selections, such as "a man's character may be told by the company he keeps," are but bald expressions of commonplace thought. "Only by varied iteration can alien conceptions be forced on reluctant minds" is an "aphorism" which Mr. Spencer's writings abundantly and humorously illustrate.

"Un Cheval de Phidias" is one of the earliest writings of M. Victor Cherbuliez, having been published somewhere in the sixties. It is a playful study of Greek horsemanship and related archeological topics put into

the form of a story, or at least of a series of *causeries*. Under the title "A Phidian Horse: Art and Archaeology on the Acropolis" (Wanamaker) the book has been translated by Mrs. Thomas Roberts, with the consent of the author. A series of photogravure illustrations add to its attractiveness.

Under the title "Ausgewählte Meisterwerke des Mittelalters" (Heath) Miss Carla Wenckebach has edited a series of selections from the masterpieces of Middle High German literature. The selections are translated into modern German, in some cases by the editor. We have examples from the "Waltharilied," the "Nibelungenlied," "Parzival," "Tristan und Isolde," "Das Narnschiff," "Das Volksbuch von Dr. Faust," and many other sources. The object of the work is to attract attention to the originals and lead to their study. But the value of a book of mere translations appears to us questionable.

Mr. Frank M. Gibson's "The Amateur Telescopic Handbook" (Longmans) is designed for possessors of instruments without equatorial mounting, and with the modest aperture of two or three inches. It does not conflict with Webb, for that manual is mainly designed for use with telescopes of higher powers. Mr. Gibson gives us, besides classified lists of celestial objects, a good many hints about the construction of telescopes and the precautions to be taken in their use.

#### NEW YORK TOPICS.

New York, May 10, 1894.

The Copyright questions touched upon in my last letter have brought me further information as to the working of the Act of 1891. A sufficient time has now passed to enable publishers generally to understand what methods of procedure to follow in securing themselves and their authors here and abroad. Single stories, poems, and articles in English periodicals, which have not been "placed" in the United States, are now sent over in advance to this country, put in type, and issued in pamphlet form on the day of the periodical's publication in England, thus securing copyright here for the same matter when subsequently issued in book form. It is becoming more and more dangerous to reprint such articles from English magazines, especially if the authors are distinguished. All this has, of course, become the *abc* of the trade among publishers; but it will be in the nature of information to many of the writing guild. Such copyrighted matter as that just mentioned is published here in three different ways: first, by the American branch of the English house; second, by an American publishing house which is the agent of the English firm; third, by the private agent of the English publisher. In any case protection is legally secured.

So thoroughly do the English houses understand this question, and in so many cases have they established branch firms here for the publication of their own books, that a leading Boston author was tempted to remark to the head of a large American publishing house that the chief effect of the International Copyright Act seemed to be to enable English publishing firms to establish branch houses here, manufacture duplicate plates, and flood the market with English books. This is only partially true, however, as most English publishers still prefer to issue their books through American houses, who manufacture the plates for both sides of the ocean.

As to American authors, they no longer have to com-

pete with five-cent editions of current books by leading English authors, but issue their works in even competition with the latter. In view of the working of the Act, there may be a modicum of wisdom in requiring plates to be manufactured in this country, as otherwise we might be swamped by cheap English sheets in a way to shut off American authors and publishers from fair competition. These are the views of a protectionist, however, and I understand that those interested in copyright reform insist that protection and free trade ought not to enter into the question.

International Copyright is now secured between the United States and Great Britain, France, Germany, Belgium, Switzerland, Denmark, and Italy. The American Copyright League, so its secretary tells me, is now working for copyright with Greece, Norway and Sweden, Spain, and Austria. Russia is considered hopeless on account of the press-censorship. Austria, I believe, objects to the printing clause. Oddly enough, the printing clause is not considered a grave objection by the Spanish authorities, but they do object seriously to the requirement that American editions of Spanish books be registered at Washington and the fee paid before copyright can be secured. In most international copyright agreements between European countries, registration in the author's country is all that is necessary for protection in other countries. Our late minister to Spain, the Hon. E. Burd Grubb, was unable to overcome this objection on the part of the Spanish authorities. It has been suggested that a certificate of copyright from the United States consul at Madrid, or from the Spanish minister of foreign affairs, could be made to serve at Washington by a special act of Congress. The benefit would accrue chiefly to Spanish authors, so that Spanish hindrance seems absurd.

Congress, by the way, has passed the bill giving Librarian Spofford an increased clerical force in the Copyright department, although the House reduced the appropriation—\$10,000, I think, it was—one-third. This increase will be very helpful to Mr. Spofford, and he proposes to make it serve if possible. Business in the Copyright department had reached a point of arrears in which it required six months to reach and return the copyright certificates sent in by publishers.

Among forthcoming books to be published by Messrs. Macmillan & Co. is "The Friendship of Nature," by Mabel Osgood Wright, a daughter of the late Dr. Samuel Osgood of New York, who exerted a wide influence in literary and scientific circles. Mrs. Wright's book has for its sub-title "A Chronicle of New England Birds and Flowers," and will appeal strongly to sentimental lovers of Nature. There will be an *édition de luxe* limited to 250 copies.

Messrs. Charles Scribner's Sons will issue on May 25 the authorized translation of the Rev. Paul Sabatier's "Life of Saint Francis of Assisi," which has passed through several editions in Paris and created much talk in clerical circles. Alphonse Daudet has remarked of it that "for long, very long, nothing has moved me so deeply as this lofty, simple story." The same firm will publish, in quite another line, "The Navigator's Pocket-Book," by Captain Howard Patterson. It is intended especially as a handy guide for yachtsmen, among whom Captain Patterson has classes in navigation. Messrs. Scribner's Sons are also bringing out a popular series of fiction for summer reading, of which the books by Bliss Perry and Noah Brooks, already announced, form the opening volumes.

The annual dinner of the Authors Club took place in this city this evening and was attended by about one hundred members and guests. Among the latter were Mr. John Burroughs, Mr. George W. Cable, Professor Lounsbury of Yale, and Mr. Joseph Jefferson. Mr. Frank R. Stockton presided, and in his opening address referred to the increasing prosperity and influence of the Club, but said that after all its chief characteristic was that of being "a band of jolly good fellows." Mr. Richard Henry Stoddard, of the honorary members, read an original poem. He was followed by Mr. Jefferson, who spoke in his mellowest and wittiest vein. Mr. Burroughs gave a little allegory, drawing a poetic contrast between the pursuit of literature and the cultivation of the vine. Speeches were made by Mr. Cable, Professor Lounsbury, Mr. George Haven Putnam, Mr. Horace E. Scudder, Mr. F. Hopkinson Smith, President Low of Columbia, and others. Among those present were Mr. W. Hamilton Gibson, Prof. Arthur Sherburne Hardy, Mr. Hamilton W. Mabie, Mr. Richard Watson Gilder, Mr. Laurence Hutton, Mr. Frank Dempster Sherman, Dr. James M. Ludlow, Mr. John Kendrick Bangs, Mr. Charles G. Whiting of the "Springfield Republican," and Messrs. Francis Howard Williams and Harrison S. Morris of Philadelphia.

ARTHUR STEDMAN.

#### LITERARY NOTES AND MISCELLANY.

Miss Laurence Alma-Tadema has in press a novel called "The Wings of Icarus."

Messrs. Ginn & Co. announce "The Technique of Sculpture," by Mr. William Ordway Partridge.

Mr. Henry T. Finck is writing a book about Japan, which will be published by Messrs. Charles Scribner's Sons.

Miss Beatrice Harraden is in this country in search of health, and will spend some months on a farm in California.

The Hartford Seminary Press will publish "Wealth and Moral Law," by Dr. E. B. Andrews, being the Carew lectures for 1894.

Messrs. Ginn & Co. will add two volumes of Grimm's "Märchen" in English to their "Classics for Children." They will be edited Miss Sara E. Wiltse.

"Architect, Owner, and Builder Before the Law" is the title of a forthcoming work by Mr. T. M. Clark, to be published by Messrs. Macmillan & Co.

Messrs. T. Y. Crowell & Co. will have ready about June 1 Prof. Richard T. Ely's historical and critical treatise on "Modern Socialism and Social Reform."

Prof. W. H. Goodyear will lecture on the history of art at the New York Teachers' College. He announces a course of forty lectures, extending over two years.

The registration of the Anti-Spoils League now embraces over ten thousand persons, and is representative of the best social and intellectual interests of the country.

Messrs. Longmans, Green, & Co. have become the owners of Colonel T. W. Higginson's histories and miscellaneous works, by purchase from Messrs. Lee & Shepard.

Mr. John Jacob Astor is about to make his first venture in literature with a story of the year 2000, entitled "A Journey in Other Worlds: A Romance of the Future."

Dr. Friedrich Paulsen's important work "The Universities of Germany," which has been done into English by Professor E. D. Perry of Columbia College, will be published by Messrs. Macmillan & Co.

"Common Sense Applied to Woman Suffrage," by Dr. Mary Putnam Jacobi; "Joint-Metallism," by Mr. A. P. Stokes; and "The Ills of the South," by the Rev. C. H. Otken, are announced by Messrs. G. P. Putnam's Sons.

The Gounod family has decided to publish a memorial volume, which will consist of the fragmentary manuscripts left by the composer, some of them being of an autobiographical nature, and of numerous letters to and from him.

"The Cosmopolitan" is going into the country, editorial office, printing establishment, and all. Mr. Walker has bought a piece of property at Irvington on the Hudson, and there the new home of the magazine will be established.

Mr. B. F. Stevens has nearly completed the first series, in twenty-five volumes, of his facsimiles of manuscripts in European archives relating to revolutionary America. His health will not permit him to carry out his plan of a second series.

M. Zola's "Lourdes" is now appearing in "Gil Blas," and has noticeably increased the sale of that paper. M. Alexandre Dumas is said to have taken it upon himself to secure M. Zola's admission to the French Academy. This is to be brought about by "packing" that august body!

A collection of drawings of especial interest to *littérateurs* is now on exhibition at Messrs. Frederick Keppel & Co.'s new quarters at Michigan Avenue and Van Buren Street, Chicago. This collection is the series of original drawings made by Mr. Albert E. Sterner for Messrs. Harper & Brothers' fine edition of "Prue and I." There are 124 pictures in all.

A reviewer in the London "Academy" shows that Mr. Gosse, in his "Jacobean Poets," has been at his old trick of getting dates and such like minutiae wrong, and that his treatment of Donne, for example, is a "very comedy of errors." One would have thought, after the raking-over given to "From Shakespeare to Pope" by Mr. Churton Collins, that Mr. Gosse would mend his ways and seek to display a less "slipshod scholarship."

Professor Brander Matthews addressed the Twentieth Century Club of Chicago on the evening of May 11, his subject being "The Conventions of the Drama." The meeting, which was one of the most brilliant in the history of the Club, closed the fifth season of that organization. Thirty-two meetings in all have been held by the Club during the five years of its existence, and the list of speakers includes many of the most distinguished English and American men of letters.

Messrs. D. C. Heath & Co. are just publishing a "History of the United States" by Mr. Allen C. Thomas, Professor of History in Haverford College. The aim of this work is to give the main facts of the history of the United States clearly, accurately, and impartially. In the belief that the importance of the events which have occurred since the adoption of the Constitution is becoming more and more recognized, much the greater part of the book is devoted to the era beginning with 1789. The earlier period, however, is treated with sufficient fulness to show clearly the origins of the people and their institutions. Throughout special attention is given to the political, social, and economic development of the nation.



We take the following note from "The Book-Buyer": "A very interesting contribution to a knowledge of Sidney Lanier's life and work has come into the possession of 'The Atlantic Monthly,' and will appear in two summer numbers. It consists of many letters written by Lanier to Mr. Gibson Peacock, editor of the Philadelphia 'Evening Bulletin.' Through the most active years of the poet's life, Mr. Peacock and he were intimate friends. From Mrs. Peacock, the letters, full of detail and rich in all that reveals the writer's nature, came to Mr. W. R. Thayer, editor of 'The Harvard Graduates' Magazine,' who has prepared them, with an introduction, for print. It seems indeed as if the whirligig of time were well at work when a magazine so identified with the North finds the opportunity of rendering gladly a great service to the memory of a poet so distinctly associated with the South."

THE BREATH OF AVON.  
TO THE PILGRIMS OF GREATER BRITAIN.

I.  
Whate'er of woe the dark may hide in womb  
For England, mother of kings of battle and song —  
Be it rapine, racial hate's mysterious wrong,  
Blizzard of Chance, or fiery dart of Doom —  
Let breath of Avon, rich of meadow-bloom,  
Bind her to that great daughter severed long —  
To near and far-off children young and strong —  
With fetters woven of Avon's flower-perfume.  
Welcome, ye English-speaking pilgrims, ye  
Whose hands around the world are joined by him,  
Who make his speech the language of the sea,  
Till winds of Ocean waft from rim to rim  
The breath of Avon: let this great day be  
A Feast of Race no power shall ever dim.

II.  
From where the steeds of Earth's twin oceans toss  
Their manes around Columbia's chariot-way —  
From where Australia's long blue billows play —  
From where the morn, quenching the Southern Cross,  
Startling the frigate-bird and albatross  
Asleep in air, breaks over Table Bay —  
Come hither, Pilgrims, where these rushes sway  
'Tween grassy banks of Avon soft as moss!  
And, if ye found the breath of Ocean sweet,  
Sweeter is Avon's earthy, flowery smell,  
Distilled from roots that feel the coming spell  
Of May, when all the flowers that loved him meet  
In meadows that, remembering Shakespeare's feet,  
Hold still a dream of music where they fell.

Theodore Watts in *The Athenaeum*.  
Stratford-on-Avon, April 23.

A LITERARY PARABLE.

The following "literary parable" is contributed to "The Writer" by Miss Harriet Cushman Wilkie:

"One spring morning a farmer knocks at the kitchen door of a city house, with a basket of fresh-laid eggs for sale. The mistress expresses delight at obtaining them, declaring, however, that it is her invariable custom to pay for articles after they have appeared on her table, and then only such a price as she thinks fit. Expecting an early settlement under those conditions, and being in need of cash for the interest on the mortgage on his farm, the man accepts the lady's terms and departs. Week after week and month after month go by, but no payment is made for the eggs. When he calls at the house to inquire, the maid informs him that her mistress bids her say that the great variety of seasonable articles of food has prevented the use of the eggs, but that she hopes very soon to find a place for them on her menu. In the autumn the farmer is surprised to

have the maid hand him the basket, saying that, as the eggs have lost their freshness and are uneatable, her mistress returns them, with thanks for the opportunity for purchasing, and hopes that the farmer will call whenever he is in town and allow an examination of his stock."

A REVIVAL OF STENDHAL IN FRANCE.

"S. D." writes as follows from Paris to the "Evening Post" of New York:

"Another hitherto unpublished work of Stendhal is coming out soon. The cult of this harsh but powerful author of sixty years ago is rather on the increase than otherwise, after a period of waning. It is likely to be fed for some time to come from the six volumes of MSS., preserved mainly in the library of Grenoble. The present is the sixth volume in book form already published from this source. 'Lucien Leuwen,' the name of the new romance, was never finished by the author, though begun before any of his great works. In 1834, however, he gave careful instructions about publishing it in due time. It scarcely disguises even the names of the personages whom he had in mind. He says himself: 'I have followed a usage of painters which I find amusing, and have worked from models.' The result is keen enough, at this late date, to verify the forebodings of the author, who also left in his directions: 'Care must be taken to remove every allusion that would be too clear and make of the book a satire. Vinegar is good, but mixed with cream it makes a detestable dish.' Even so, it has been found necessary to suppress certain things which might come home to the children of those whom Stendhal desired to castigate for the part taken in the politics of the First Empire and the Restoration. It makes up what the scientific jargon, so much in vogue in France at present, calls a 'physiology' of the first part of the century; and like all of this author's work, it consists mainly of leaves from the autobiography of Henri Beyle (of whom Stendhal was only a pseudonym). In over 500 pages it pursues the answer to the initial question put before its hero by his father, 'Will you be knave enough to be employed in politics?'"

CURIOSITIES OF ENGLISH PRONUNCIATION.

A recent book of reminiscences by Mr. Frankfort Moore, a London journalist, furnishes the following amusing instances of "English as she is pronounced" by the occasional Irishman:

"It may be remembered that ten or eleven years ago the late Mr. Dion Boucicault was obliging enough to offer to give a lecture to English actors on the correct pronunciation of their mother-tongue. The offer was, I suppose, thought too valuable to be neglected, and it was arranged that the lecture should be delivered from the stage of the Lyceum Theatre. A more interesting and amusing function I have never attended. It was clear that the lecturer had formed some very definite ideas as to the way the English language should be spoken; and his attempts to convey these ideas to his audience were most praiseworthy. His illustrations of the curiosities of some methods of pronouncing words were certainly extremely curious. For instance, he complained bitterly of the way the majority of English actors pronounced the word 'war.' 'Ye pronounce the ward as if it wuz spelt w-a-u-g-h,' said the lecturer gravely. 'Ye don't pronounce it at all as ye shud. The ward rhymes with "par," "are," and "kyar," and yet ye will pronounce it as if it rhymed with "saw" and "paw." Don't ye see see the diffurunce?' 'We do,

we do!" cried the audience; and, thus encouraged by the ready acquiescence in his pet theories, the lecturer went on to deal with the gross absurdity of pronouncing the word "grass," not to rhyme with "lass," which of course was the correct way, but almost — not quite — as if it rhymed with "laws." "The ward is "grass," not "graws,"" said our lecturer. "It grates on a sensitive ear like mine to hear it mispronounced. Then ye will never be injured to give the ward "Chrischin" its thrue value as a ward of three syllables; ye'll insist on calling it "Christyen," in place of "Chrischin." D'ye persave the diffurnce?" "We do, we do!" cried the audience. "Ay, and ye talk about "soots" of gyarments, when everybody knows that ye shud say "shoots"; ye must give the full valye to the letter "u"—there's no double o in a shoot of clothes. Moreover, ye talk of the mimbers of the polis force as "cunstables," but there's no "u" in the first syllable—it's an "o," and it shud be pronounced to rhyme with "gone," not with "gun." Then I've heard an actor who shud know better say, in the part of Hamlet, "wards, wuards, wurd's"; instead of giving that fine letter "o" its full value. How much finer it sounds to pronounce it as I do, "wards, wards, wards"! But when I say that I've heard the ward "pull" pronounced not to rhyme with "dull," as ye'll all admit it shud be, but actually as if it was within an ace of being spelt "p double o l," I think ye'll agree with me that it's about time that actors learnt something of the rudiments of the art of ellycution."

#### TOPICS IN LEADING PERIODICALS.

May, 1894 (Second Last).

Anarchy and the Napoleonic Revival. *North American*.  
Bermuda and Its Affairs. *Illus. Review of Reviews*.  
Books About the Sea. E. G. J. *Dial*.  
Child-Study. Mary E. Laing. *Forum*.  
Chinese Six Companies, The. *Overland*.  
Church Property, Taxation of. M. C. Peters. *Forum*.  
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